

VIRTUAL CLASSROOM INTERACTION IN LINGUISTICS

LECTURES: TEACHER AND STUDENT TALK

(A Thesis)



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BANDAR LAMPUNG
2023**

DECLARATION OF FREE PLAGIARISM

This is to certify that to the best of my knowledge, the content of this thesis is my own work and that all the assistance received in preparing this thesis and sources have been acknowledged. This thesis has not been submitted for any degree of other purposes.

Bandar Lampung, September 2nd, 2023

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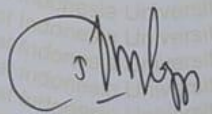
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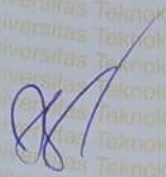
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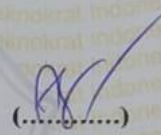
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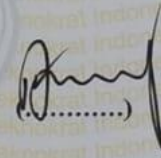
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The Writer,

Nopita Sari

MOTTO

“What doesn’t kill me, makes me stronger”

(Friedrich Nietzsche)

DEDICATION

Sincerely, I dedicate this thesis to my beloved late father Djamhuri and my mom Mastiah who are the ultimate reason why I need to stand up against all odds.

I also dedicate this thesis to my advisor Mr. Rido who always guide me patiently and acknowledges me.

Also, my lecturers who always give me opportunities to involved in lots of academic activities.

ABSTRACT

Virtual Classroom Interaction in Linguistics Lectures: Teacher and Student Talk

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In classroom interaction, teacher is required to be a facilitator to lead discussion. Teacher must transfer knowledge and ensure that the learning process is active and the material being taught is well received. Students must also take a role in the interactions in classroom which are intended to foster confidence and understanding in the learning process. The objective of this research is to find out what type of teacher talk and student talk that occurred during virtual linguistics lectures interaction.

In this research, the researcher used Foreign Language Interaction (FLINT) as the conceptual framework. Meanwhile, this research was conducted qualitatively. Data were collected through video-recoding of two virtual linguistics lectures in a university in Indonesia. Data were analyzed using Miles and Huberman (1994) which included data reduction, data display and drawing conclusion.

The findings revealed that teacher and student talk were found during the two lectures with teacher talk which was more dominant than student talk. Teacher talk consisted of some categories, including giving information, giving directions, praise and encouragement, asking question, correcting without rejection, criticizes students' behavior and uses the idea of the student. Meanwhile, student talk comprised student response initiate and student response specific. In conclusion, teacher dominates the interaction in virtual classroom and has an important role in leading the class and directing students to actively interact.

Keywords: Interaction, Linguistics Lectures, Student Talk, Teacher Talk, Virtual Classroom.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Communication in the classroom can be built through interaction. In a university, the learning process is usually done through the transfer of knowledge from teachers to students. During the learning process in linguistics, interaction becomes one of the main things in the process of delivering material. Lestari (2018) stated in classroom interaction, teacher should create communication with their students either in oral or written forms. Classroom interaction is activities that occur between student and teacher that help the learning process. Teaching and learning interaction is a reciprocal relationship between teachers (educators) and students (students), in a teaching system, it becomes an important factor in an effort to achieve a good teaching and learning situation in education and teaching activities.

Previously, this learning process was carried out face-to-face in class so that the interaction between teachers and students became direct interaction. However, university lectures have become more challenging due to the COVID-19 pandemic in which learning activities are limited and face to face is prohibited. Digitalization in the education sector has been massive, especially since the outbreak of the Covid-19 pandemic, which has made the digital genre becomes a new norm in academic discourse in higher education institutions (Rido et al., 2023). The concept of virtual classroom is one of the recent trends in education

and teachers are adapting to it in order to overcome the barriers of teaching and learning. A virtual classroom is a set of teaching- learning tool which intends to improve learning experience of students with the help of various technological devices. (Biswas et al., 2020)

Therefore, using technology most of all classes are transferred to virtual classes or synchronous online learning that enable video-based interaction in real time (Tyrväinen et al., 2021). Virtual learning refers to the learning process that occurs in virtual classrooms that are in cyberspace via the internet network. The growth development of technology has embraced valuable parts of language learning at all education levels to improve the quality of teaching and learning processes and make learners independent (Lestari et al., 2020).

The process of language teaching and learning has undergone major changes due to the developments of technology. The use of technology in education field has paved the way for higher education institution to innovate shape their modern media in a language teaching and learning (Sari et al., 2019). This change also has an impact on how the interaction occurs on virtual classroom, virtual classroom could have various type of interaction. This difference causes the interaction between university linguistics teachers to students or students to students to be limited.

Hasanah et al. (2022) stated in their paper that teacher has an essential role in designing the class. The ability of teacher to organize classrooms and manage the

behavior of their students is critical to achieving positive educational outcomes are essential (Jumiaty et al., 2023). Nevertheless, on the other hand, some teachers may experience various problems in teaching students when using the application in online classes during the pandemic situation. The ability of teachers to teaching technology encourages teachers to do more than delivering the material as usual. The poor connection also sometimes interferes with class communication, so that the teacher cannot give clear instructions or explain the material to students well. Some teachers may also experience difficulties in operating the application due to a lack of technical knowledge.

According to previous study conducted by (Alahmadi & Alraddadi, 2020), the loss of some non-verbal communication through online learning environments could be a real limitation. Also, the technology itself can sometimes have problems, such as lagging, student difficulty using the platform, or microphone and video issues.

Sari et al. (2021) stated that in doing online learning, learners initially receive socialization by a course facilitator to obtain course information and establish connections among teachers and other peers, learning culture, social, and learning contexts. They also get instructions on how to finish their online activities from teachers. After that, they begin their online learning process by activating knowledge by reading e-materials such as e-books, articles, PowerPoint slides, or watching lecture videos that are provided by teachers. Furthermore, they continue to absorb knowledge by synthesizing, analyzing, and sharing information.

Learning via virtual classroom of course gives different effects in the learning process which has an impact on different types of interactions that occur in teachers and students since the interaction process in the classroom will also be different, this can cause a little misunderstanding especially in the linguistics class where learning materials require direct interaction between teachers and students so that the understanding obtained by students is better. For example Phonetic learning requires direct practice between students and teachers because it is a linguistic class on the pronunciation of a word, but because almost all classes are switched to virtual, the types of interactions that occurred in the classroom are also different. The writer chose linguistic classes because linguistics is the study of language which plays an important role in learning language especially English itself. Linguistics is needed in English language teaching context because it will provide components and structure language to students (Gultom, 2015). As it plays a critical role in the learning process, interaction in the classroom becomes the main thing in a successful learning process and with classes being virtual or synchronous online learning, the types of interactions will also be different, where these differences can lead to misunderstandings in learning the material.

Based on the background above, therefore with Foreign Language Interaction (FLINT) thus, this research analyzes interaction in virtual linguistics lectures in a university in Indonesia focusing on teacher and student talks.

1.2 Research Questions

Based on background of study, the writer formulates two research questions as follow:

- What category of teacher talk occurs during virtual linguistics lectures interaction?
- What category of student talk occurs during virtual linguistics lectures interaction?

1.3 Research Objectives

Regarding to research questions, the objectives of this study are:

- To find out the category of teacher talk occurs during virtual linguistics lectures interaction.
- To look at the category of student talk occurs during virtual linguistics lectures interaction.

1.4 Uses of the Study

This study is expected to contribute both theoretically and practically:

1.4.1 Theoretical Use

Theoretically, this study provides the current categories of teacher talk and student talk occurred during virtual linguistics lectures. This study uses FLINT (Foreign Language Interaction) analysis for deeper understanding in the virtual classroom interaction. As a result, this study contributes in providing current categories of teacher talk and student talk occurred in virtual classroom.

1.4.2 Practical Use

Practically, this study will have contribution for university linguistics teachers that show the current category of teacher talk and student talk during virtual linguistics lectures in virtual classroom interaction. Through interaction analysis, teachers can help the students to use the type of interaction which can provide convenience in learning process and promote two way interactions, teachers to students and students to students and accommodate the use of English as an interaction tool which will encourage participation, share knowledge and as language learning as well. For students, this study can help them get maximum interaction in class and the material learned can be easily understood also can motivate them to be more active in lectures.

1.5 Scope of the Study

This study focuses on interaction between university linguistics teacher and students in virtual linguistics lectures in English department in a university in Indonesia. This study also focuses on teacher and student talks, besides for data analysis Miles and Huberman technique is used.

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

This study uses five previous studies that are relevant to classroom interaction or virtual classroom interaction. (Rido, Kuswoyo and Ayu, 2020; Lestari, Akbarjono and Martina, 2021; Alahmadi and Alraddadi, 2020; Cancino and Avila, 2021; Tyrväinen, Uotinen and Valkonen, 2021).

Table 2.1 Previous Studies

No	Study	Objective	Method	Findings
1.	Rido, Kuswoyo and Ayu (2020) Indonesia	To investigate the interaction management in English Literature lectures	Qualitative method (Video Recordings)	The finding showed that in English literature lectures in Indonesia university, the use of English is a medium for interaction in lectures. It shows the management interactions were used by the teachers.

2.	Lestari, Akbarjono and Martina (2021) Indonesia	To investigate the virtual classroom interaction in synchronous online learning during pandemic of Covid 19	Qualitative (observation, interview and documentation)	The finding indicates the most frequently utterance did by the teacher from the data were asking some questions, giving information and also correcting direction.
3.	Alahmadi and Alraddadi (2020) Saudi Arabia	To investigate the effectiveness of the interaction using English in EFL learners in virtual classroom.	The collection method is questionnaire	The finding showed that there is positive attitude towards using online classes for EFL learners. However, technology and some of non-verbal communication could be a real limitation.
4.	Cancino and Avila (2021) Chile	To investigate the virtual classroom interaction on EFL learners	The writers used questionnaire and interview to collect the data.	The findings revealed that changing lectures to online for EFL learners didn't give them better understanding in learning process.

5	Tyrväinen, Uotinen, and Valkonen (2021) Finland	To investigate the pattern of virtual interaction (synchronous) in English context.	Qualitative method was applied through video recording.	The findings suggest that the instructor must provide a clear learning plan so that the class can run smoothly. The type of interaction in virtual classroom affected on how the lectures process.
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Rido et al. (2020) conducted research on interaction management strategy in Indonesia university with video recording instrument. The findings revealed that lecturer were successful in directing lectures with interaction management such as giving instructions, determining who spoke and changing topics, but university linguistics teachers were also expected to be able to manage turn taking so that students could also have freedom of speech.

Lestari et al. (2021) stated through their study it aims to find out how is the classroom interaction between English teacher and students in online learning during pandemic Covid-19. This type of research was descriptive qualitative, so the researcher used observation, interview and documentation to collect the information and data.

(Alahmadi & Alraddadi, 2020) investigated the effectiveness of virtual classes for EFL learners in a Madinah university. Using questionnaires as a method, this research shows that virtual classes have a positive impact on EFL learning. The writers also add that effectiveness is determined by how the class is formed and the platform that they used.

Cancino and Avila (2021) looked at changes in lectures that have become online and their effects on EFL learners. Using questionnaires and semi-structured interviews, the writers found that EFL learners expect teachers to be able to provide more motivation in lectures as well as how to plan lectures and also instructions in lectures to be further developed.

By using qualitative method and transcribing 12 hours of recordings, Tyrväinen et al. (2021) revealed that the instructor has a very crucial role in the virtual learning process. This study suggests that the instructor must provide a clear learning plan so that the class can run smoothly.

The previous studies above show that classroom interaction has contributed a lot in learning process or the way students understand the materials. These five previous studies are related to the writer's study because the writer wants to analyze the type of interaction in virtual classroom or the category of teacher talk and student talk using foreign language interaction (FLINT) theory. However, this current study is different from the previous studies, because in this study the writer also investigated the category of student talk. On the other hand, this study

will help university linguistics teachers to understand what kind of interaction concepts that can help students to understand the material well and make them to be more active and confident to interact in virtual classroom.

2.2 Classroom Discourse Analysis

Talking about classroom discourse, it refers to classroom setting context which represents a form of one of social situations which exist among society. Classroom discourse is related to the interaction between teacher and students in the classroom which includes the language used. Classroom discourse can be said as language used in the classroom where the meaning is negotiated (Amin, 2015). Classroom interaction is a part of discourse analysis. The concern on the success of teaching process leads a study to explore and identify the characteristics of classroom interaction (Rido, 2018). Classroom discourse refers classroom interaction as a part of social interaction which includes certain routines in classroom interactions based on certain sociopolitical, including pedagogical beliefs (Suherdi, 2010).

The quest to understand and maximize learning never ends. One way is to analyze classroom discourse. Exploring classroom discourses provides valuable insight into what goes on during the learning process because teachers usually control the flow of classrooms and the use of language as well. Interaction is crucial for learning because it provides opportunities for comprehensible input, which forces learners to produce language. The literature on classroom interaction focuses on the product rather than the actual process or factors influencing interaction. One

such factor is classroom discourse can be defined as classroom discourse as the “oral interaction between teachers and their students and between students themselves that takes place in classroom context (Bani, 2023).

Vetter et al. (2018) quoted, our belief that classroom talk, or discourse can play a role in enacting social and material changes in students’ lives shapes our definition of critical conversations. We define discourse as naturally occurring talk and nonverbal communication in the context of any communicative event. Research about language and discourse tells us that talk (nonverbal communication) changes the material circumstances in the world as discourse moves back and forth between reflecting and constructing the social world. In other words, classroom discourse can be interpreted as interaction in the classroom as naturally setting to build a social context which in this case is a learning process as learning styles are regarded as one of keys of students achieving their academic goals (Wahyudin et al., 2020).

Discourse structure has been widely discussed in the area of spoken discourse, predominantly in classroom and lecture discourse as it is seen by applied linguists as one of the key problems, especially for non-native speakers (NNS) of English in understanding lectures (Rido et al., 2017). According to Long (1981), classroom discourse plays an important role in second language learning. Instructional exchanges between teachers and students provide opportunities for learners to practice the target language, test hypotheses about the target language, and obtain useful feedback. The general consensus among second language

acquisition researchers about how classroom talk can facilitate second language learning is that teacher talk directs and heightens the learner's attention to linguistic meaning and form.

2.3 Interaction Hypothesis

The interaction hypothesis is a theory introduced by Michael Long in 1983 who put forward the second language acquisition theory whose development was the promotion of face-to-face interaction and communication. This interaction hypothesis idea has been around since 1980 but continues to be reviewed and updated by Long. Long (1983) stated that participation in conversation with native speakers, which is made possible through the modification of interaction, is the necessary and sufficient condition for second language acquisition. Long argues that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need.

The interaction hypothesis is a theory that deals with acquiring second language within which language proficiency and its development is improved by interacting and communicating face-to face. The significance of input that teaching materials given to the learners, interaction and communication using second language and output the learners produce is on the second focus in second language acquisition. According to this hypothesis the degree of language complexity namely input should be proportional to the learner's proficiency level meaning that the learners should be able to comprehend the input they are exposed to. (Majidova, 2022)

Huriyah et al. (2018) states that interaction is one essential point of prosperous in teaching learning process, because interaction is a united exchange of thought, feeling or ideas between a teacher and learner or a learner and other learner consequent effect on each other. In the classroom, both teacher and students should have the willingness to participate in the interaction. Interaction between teacher and students as well as student and student is required in classroom activities.

Comprehensible input can build meaningful learner interaction. Comprehensible input is also very important in language learning. The distinction between modified interaction and modified input is that within the last mentioned, members may lock in with one another and their communication is energetic, though within the previous the information given to the learner is inactive and is not open for interaction (Long, 1983).

2.4 Foreign Language Interaction (FLINT)

Foreign Language Interaction (FLINT) system is a model that include teacher talk (deals with feelings or accepts feelings, praises or encourages, jokes, accepts or uses ideas of students, repeats students' response verbatim, ask question, give

information, corrects without rejection, gives direction, criticizes students' behavior, and criticizes students' response) and student talk (students' responses specific, students' response open ended or initiate, silence, silence-AV, confusion, work-oriented and not work-oriented, laughter).

(Moskowitz, 1967) Teacher talk means when the teacher speaks in the learning process it can be in the form of asking questions and explaining. Whereas student talk can be in the form of how students can speak such as issuing opinions and ideas in the learning process (see Figure 2.1).

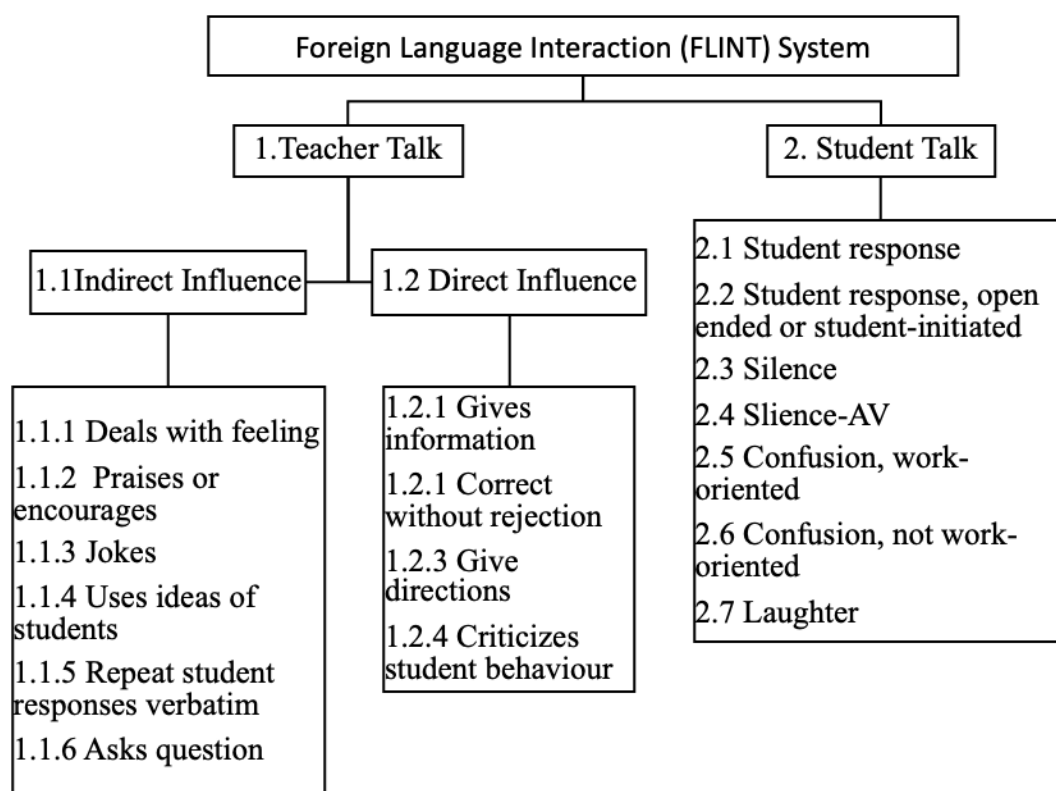


Figure 2.1 Foreign Language Interaction (FLINT) System (Moskowitz, 1967)

The description of teacher and student talk can be seen in Table 2.1 below.

Table 2.1 Foreign Language Interaction (FLINT), Teacher Talk and Student Talk

Teacher Talk	Student Talk
<p>Deals with feeling is a type in a non-threatening way, accepting, discussing, referring to or communicating and understanding past, present or future feeling of the students.</p> <p>Praises or encourage the students is type that includes praising, complementing, telling students why that they have said or done has valued.</p> <p>Uses ideas of student is related to the teacher's role in use or repeat student's previous idea and make it as a sample to the other students. Use student's idea can be a sign that the teacher is clarifying student's answer or idea.</p> <p>Asks question is when the teacher tries to trigger students' knowledge or abilities both in terms of confidence in speaking and knowing students' understanding by throwing questions.</p> <p>Giving directions in teacher talk is related on teacher's role when instructing or ordering students to do something, this type of teacher talk is usually dealing with assistance the students in the classroom.</p> <p>Correcting without rejection is where the teacher here corrected students' wrong answer by gave them a chance to find the correct answer to a certain question.</p>	<p>Student response, specific which is responding to the teacher within specific and limited range available or previously practiced answers.</p> <p>Student response, open-ended or student initiated which is responding to the teacher with student' own ideas, opinion, reaction and feelings.</p>

According to FLINT, teacher talk can be categorized into two sections that are indirect and direct influence. Indirect influence could be in the form of deals with feelings, praises or encourages, jokes, uses ideas of students, repeats student responses verbatim and ask questions. In direct influence teacher or in this case

university linguistics teacher deal with gives information, correct without rejection, give direction and criticizes student behavior. In student talk student interact with student response specific, student response open-ended or student initiated, silence confusion, not work oriented and laughter.

Lestari et al. (2021) has conducted a classroom interaction analysis that concluded the example of teacher talk and student as follows:

Deals with feeling:

- T : “Good morning class”
 Ss : “Good morning, sir”
 T : “How are you today?”
 Ss : “I’m fine, thank you, and you?”
 T : “I’m fine too, thank you

Source: (Lestari et al., 2021)

From this example, it can be seen that the teacher asks the students’ feeling, indicating that the teacher talk wants to build connection with the students.

Praising or Encouraging

- T : “Now I’ll ask you, what is passive? Passive?”
 Ss : “It’s like verbs that shows relatives”
 T : “Nice, another?”

Source: (Lestari et al., 2021)

Teacher talk here shows that teacher praises students for building more interaction.

Asking Questions

T : “Did you still remember what is the procedure?”

Ss : “Yes.”

Source: (Lestari et al., 2021)

The teacher here gives question to find out students' understanding of what the teacher has conveyed.

Meanwhile, the following are several examples of student talk:

Students' initiation

Ss : “If we show the picture and”

T : “Yeah. Pictorial games according to Harmer yah, Harmer Pictorial games is how to understand students vocabulary.....”

Source: (Lestari et al., 2021)

The student talk here provides an overview of student initiation in class.

Student's Response

T : “The explanation text almost same with procedure, can you read it?”

Ss : “Yes sir.”

Ss : “Okay sir”

Source: (Lestari et al., 2021)

Students here were responding to the question given by the teacher.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This research used a qualitative as an approach to research and focused on providing the description of phenomena that occurs naturally without any manipulation from the researcher. Solita et al. (2021) stated that qualitative research is a research design to obtain information about the current status of phenomena and to determine natural situation as they exist during the study. This research used qualitative because the setting is in nature, video-recorded teacher and student talk in virtual linguistics university lectures in Indonesia.

3.2 Data and Data Source

The data source is very significant in the research. The data were talks of both teacher and students. Meanwhile, the data sources were two video recordings of virtual linguistics lectures in a university in Indonesia. The lectures were selected based on the criteria such as having synchronous virtual classroom through video-conferencing technological tools (*Zoom*) and used English as the medium of interaction. The two virtual linguistics lectures, lecture 1 and lecture 2 took place in Phonetics and Phonology class also in Introduction to Linguistics class that were both taught by Mr. Gio.

3.3 Data Collecting Technique

In this research, the data were collected through video recordings. Video-recording was considered the most suitable instrument since it recorded all aspects of interaction, including university linguistics teachers and students' utterances, facial expression, and body movements (Rido et al., 2019). Video recording already collected during virtual classroom lectures (synchronous) with duration approximately 60 minutes. After that, the writer has transcribed the video it was transcribed by looking for several aspects that contain the category of teacher talk and student talk in foreign language interaction (FLINT). In this case the virtual classroom interaction was observed by video recording on synchronous classroom.

3.4 Data Analyzing Technique

In analyzing the data, after recording the virtual learning process, the writer transcribed the video into a script then analyzed which interactions that describe the points of teacher talk and student talk in FLINT. The data of this study were analyzed using three steps Miles and Huberman (1994) that are data reduction, data reduction means summarizing and choosing the main thing. Then data display, after reduction the reduced data were displayed more concretely. The third step was conclusion drawing /verification, in this step the writer presented data that contains categories from teacher talk and student talk.

CHAPTER FOUR

ANALYSIS

The results of this study can be seen from this part as this part contained the discussion on both virtual linguistics lectures. The results indicated that teacher talk is the most frequently found in both lectures.

4.1 Interaction in Virtual Linguistics Lecture 1

This data were taken from English Phonetic and Phonology class, where university linguistics teacher here named Mr. Gio delivered the material for approximately 60 minutes.

4.1.1 Teacher Talk

In FLINT, teacher talk can be categorized as direct influence and indirect influence. Direct influence is when the lecturer or teacher gives direct information or motivation whereas indirect influence is when the university linguistics teacher indirectly praises or motivate the student to be more active or confidence. Based on the data samples the writer concluded the two categories of teacher talk from virtual linguistic lecture 1 as below.

4.1.1.1 Direct Influence

There are some results of teacher talk, direct influence found in virtual linguistics lecture 1 as follows.

Giving Information

Giving information is a type of interaction in teacher talk that most frequently found in this data sample. Giving information here refers to the teacher's active role in providing explanations, delivering material or providing information about lessons directly.

“Okay, now I have already given you the link in the chat box, this is the link of IPECA.com, so here is the link of website for yourself to study. Later you can learn is not only about the consonant but also about the sound. You can exactly see how is sound so you can learn that the sound recognition will not be split to other sound recognition. *Jadi gak bakal ketukar nantinya* (So it won't switch). Right continue, now we are going to discuss about manner of articulations. Let we see manner of articulation means that it is another segment per voicing, *kemarin per voicing ketika di taruh di paling depan itu voiceless yang tipis kalau bunyi yang di belakang itu voice artinya lebih tebal*. (Yesterday per voicing when it placed at the very front it was thin voiceless if the sound is in the back the voice means thicker). Second one we learn about places of articulations and the third one were going to talk about manner of articulation.” (L1-Data Sample 1)

From data sample 1, it can be seen that the teacher here is presenting material about articulation. Therefore, this data sample 1 can be identified as giving information.

“Number one is plosive. Plosive means that there is a tiny explosion occurs. *Plosive itu jadi bunyi beh, keh jadi kan ada udara yang keluar sedikit jadi* (The plosive sounds beh, keh so there's a little air coming out) *beh* and *keh*. So, this is the aspirated one and also the unaspirated one. *Jadi kalau beh biasanya lebih besar, keh itu lebih tipis* (So if the beh is usually bigger, the keh is thinner)” (L1-Data Sample 2)

In this data sample 2, it can be identified that the university linguistics teacher were starting to transferred the knowledge to students by gave them information or detail about certain material therefore it can be identified as teacher talk giving information. Giving information in teacher talk is related to the teacher's role as the one who provides instruction, tell the facts, giving personal opinion or thoughts, lecturing and informing students of their errors in response without making judgments. (Sani, 2022)

“*Nah post alveolar juga kenapa? Karena emang I nya bahasa Inggris itu gak nampak makanya tempatnya disini and kalau misalnya dibilang nanti hello Aulia Chandra, Eva Agustina Rahma, pastikan r nya gak keliatan?* (So why post alveolar too? Because you can't see the ‘I’ in English language, that's why it's here, and later if you say hello, Aulia Chandra, Eva Agustina Rahma, make sure the r isn't visible? That's called as post alveolar.)” (L1-Data Sample 3)

From data sample 3 above it can be seen that the teacher here explained material about post alveolar. Therefore, it can be identified as teacher talk giving information.

Giving Direction

Giving direction is also a type of interaction in teacher talk that is most often found in the data sample that the writer has collected. Giving direction here relates to the teacher's role in managing the class and directing students so that the learning process can run actively and run smoothly. It can be found in several data samples below.

“Okay welcome back to the session of English Phonetic and Phonology today we are going to have the third session of English Phonetic and Phonology. Eleven students have joined us here, but I believe later it would be on the way with other students come in, and one student also is in the same frame like we have Paula and Adele and then also Aulia and please rewrite the name so I can know who is with you right now.”(L1-Data Sample 4)

The data sample 4 above shows that the university linguistics teacher welcomed the students and gave directions to students to rewrite their name, this interaction can be identified as giving direction. Giving direction in teacher talk is related on university linguistics teacher's role when instructing or ordering students to do something, this type of teacher talk is usually dealing with assistance the students in the classroom.

“Okay I give you one minute and then Eva Agustina labio dentals sound, Ketut Safitri dental sound and then Paula and Adel you have alveolar sound and then Syifa you have post alveolar sound then Putri you have palateral sound and Aulia you have not got right? Aulia you have velar sound.” (L1-Data Sample 5)

From the data sample 5 it can be seen that the university linguistics teacher were given command or directions to each student about what they are going to explain in these virtual lectures and assist some students specifically about what they are going to present, therefore it can be categorized as teacher talk, giving directions as giving directions is related to teacher’s role while in this case university linguistics teacher, when giving instruction or assist students in the learning process.

“Okay? So here your home work is that, the homework is, you have to take this screenshot, now individually to identify what the *peh* sound is, what *beh* sound is until the *jeh* sound is what, try to count how many are there? 1-24 consonants sounds will be made like this, you don't need to take a screenshot. Yes, so there are a few, there are two, there are three, so you have to write like this, for example, what's the sound, so you know, you can take a screen shot of what this is doing, I'll zoom in.” (L1-Data Sample 6)

In this data sample 6 above it can be concluded that university linguistics teacher gave directions to the student. University linguistics teacher here were gave students details of what would they do for their homework and assisted them.

Therefore, it can be identified as teacher talk giving directions. Giving directions in the teacher talk also indicates that university linguistics teachers are required to direct students so that the learning process can run well and students can understand what they have to do and what they have to understand.

“Okay I’ll give you 30 minutes and coming back right, if stay in zoom that will be fine, I’ll stop the recording and you start writing on your own. *Jadi nanti ketauhan kalau dari keh bunyi apa yeh itu palatal semi vowel atau approximant dan sebagainya, jadi biar kebayang. Jadi nanti kuis itu Mister cuman tampilkan table ini tapi gak ada bunyinya jadi anda harus tempatin jadi kalau peh beh itu peh beh itu dimana tabelnya right?* (So later you will find out from *keh* what sound is it palatal semi vowel or approximant and so on, so you can imagine. So later on the quiz, Mister will only show you this table, but there's no sound, so you have to put it in place, so if it's *peh beh, peh beh*, where is the table right?) Okay you may start now in your notes I will carry out and I will come again at 2 ya? right? Right I will turn off the microphone and also my video, start doing it” (L1-Data Sample 7)

From data sample 7 above it shows the university linguistics teacher gives directions so that students can do the assignments correctly and tell the students about what would they do and ask them to write it on their notes. From this interaction it can be identified that the university linguistics teacher gave instruction therefore it can be categorize as teacher talk giving direction.

Correcting Without Rejection

Correct without rejection is when the teacher tries to correct students' mistakes without judging them. This can be done by asking them to find the right answer by giving examples, etc. This type can be found in data sample as follows.

“Dental, okay dental is look at the example again, your dental sound, next. After this I come back to you *ya* (yes) with the correct answer.”(L1-Data Sample 8)

From the data sample 8 above it can be indicated that the student's answer on certain question was wrong, therefore the university linguistics teacher here gave the student a chance to correct the answer. University linguistics teacher here are also ask student to check on their work again in order to have a correct answer. In teacher talk direct influence this type of interaction can be identified as correct without rejection where the university linguistics teacher here corrected students' wrong answer by gave them a chance to find the correct answer to a certain question.

“*Bunyinya saja* (the sound only) not with the example” (L1-Data Sample 9)

From the data sample 9 it can be identified that the university linguistics teacher leads the student to answer the exact question not more, rather than directly said that the student's answer was wrong the university linguistics teacher here was assisted the student to correct their answer as requested, therefore it can be categorize as type of correct without rejection. Correct without rejection is also means that the course facilitator or in this data university linguistics teacher is not

allowed to reject students' answers and said the answer was wrong directly therefore the university linguistics teacher must encourage students and direct students to find the correct answer.

Criticizes Students' Behavior

Criticize student behavior is when the teacher criticizes student behavior or reminds them of some behavior that can disturb other students or the learning process. This type can be found from the data sample below.

“Okay, if you are two that please your turn off the other microphone first.” (L1-Data Sample 10)

From this data sample 10 it can be interpreted that another student eventually talking while another one tries to explain something, the university linguistics teacher here threw critic toward the noisy student and asked them to turn off the microphone. This students' behavior can disturb the person that was currently speaking, therefore it can be categorized as criticize student behavior where the university linguistics teacher need to critics or remain students about certain behaviors that might cause problem or disturb the learning process.

“Okay makes sure another sounds are off okay.”(L1-Data Sample 11)

Based on this data sample 11, it can be interpreted that the university linguistics teacher were again criticize student behavior that still unmute their microphone

and make some noise while another student is talking therefore this behavior can disturb the learning process and disturb the students. When the university linguistics teacher asked them to turn off their microphone is also a sign that the university linguistics teacher criticizes the behavior then it can be categorized as teacher talk, criticize student behavior.

4.1.1.2 Indirect Influence

Indirect influence is one of the types of teacher talk that the university linguistics teacher influence student to be more active in classroom indirectly by praises and encourage them or asking students and so on. Indirect influence also usually deals with how course facilitators, in this case university linguistics teachers, can make students active and confident and make it easier for them to interact in classroom. From the virtual linguistics one it shows as the following data below.

Asking Question

Asking questions can provide insight to teachers about how well students understand the material. This type can be found in data sample below.

“Let’s start with the idea of bilabial sound. Okay I want I want Luvita Saputri to explain about bilabial sound that we learned in the last section, others I will ask you, so that you may open your book and I also ask question to you. Luvita may you answer? (L1-Data Sample 12)

From this extract 12 it can be shown that in the last sentence university linguistics teacher were asking a student for a certain question. From the interactions in the sample data above, it can be seen that the university linguistics teacher triggers the student to memorize what they learned previously. Therefore, it can be concluded that this interaction occurs teacher talk indirect influence, asking question. Asking questions in the learning process in the classroom is very crucial where asking questions can be aimed at knowing how deep students understand the material, fostering student confidence and directing students to remain actively interacting in class.

Praises and encouragement

Praise and encouragement is a form of good feedback from the teacher aimed at boosting student self-confidence. Here is the data sample that contained praise and encouragement.

“Okay right, thank you very much, next one Syifa” (L1-Data Sample 13)

From the data sample 13 above the writer can conclude that the university linguistics teacher were complementing or praising the student for answering the question given by the university linguistics teacher. Therefore, it can be identified as praise and encourage. Praise and encourage is a when the university linguistics teacher gives good comments, thanks or praises students to encourage them to stay active and grow their confidence during the learning process.

Use The Idea of Student

This type of interaction is intended to make student's answer as an example for others. In addition, uses students' ideas as well as a form of clarification that the answer is correct. Here is the data sample that contained uses students' idea.

“Like umm, Aulia mention *keh*, *geh* and *ngeh*. What about palateral sound” (L1-Data Sample 14)

The data sample 14 above shows that university linguistics teacher recited answer from previous student to set an example to the others students. Therefore, this data sample can be identified as uses ideas of students. Uses student's idea related to the university linguistics teacher's role in used or repeat student's previous idea and make it as a sample to the other students. Use student's idea can be a sign that the university linguistics teacher is clarifying student's answer or idea.

4.1.2 Student Talk

Student talk in foreign language interaction (FLINT) is when the students are taking part of the interaction in classroom in order to be more active in learning process and also have the confidence to speak, share ideas, answer teacher's question and have interaction to one or another.

In this data below it shows that there are several types of student talk that occurred in virtual linguistics lecture 1.

Student Response Specific

Student response specific is type of student talk where the students answer the question directly and specifically. Here are some data samples of student response specific.

“Wait Sir, umm give me minute” (L1-Data Sample 15)

From this data sample 15 above it shows that the student responded immediately to the university linguistics teacher’s question with confusion but still manage to work on the answer. This interaction from student where they were confused but still manage to answer the university linguistics teacher’s question directly can be identified as student talk student response specific.

“The pronunciation is *tebal* (thick) or *feu feu* like that. So the example is version and driver, that’s all Sir.” (L1-Data Sample 16)

This data sample 16 above indicated that students were able to responded university linguistics teacher’s specific question immediately. Therefore, it can be identified as student talk, student response specific.

“Palateral sound is articulation with the back part of the tongue against the shortplate” (L1-Data Sample 17)

The data sample 17 above it shows that students responded to the university linguistics teacher's questions specifically and not about an opinion so it can be

categorized as student talk student response specific. Student response specific is the student's response when answering questions given by the teacher in this data the university linguistics teacher, the answers requested are usually within a limited scope so they do not require student's opinion.

“Yes, dental consonant is the consonant articulated with the tongue against the upper teeth and such as *teh, deh*. That's all Sir” (L1-Data Sample 18)

Based on the data sample 18 above, it can be concluded that students only responded to specific questions given by the university linguistics teacher. Therefore this data sample can be identified as student talk, student response specific.

Student Respond Initiate

Student response initiate is a type of interaction from student talk where students respond voluntarily or respond with opinions. It can be seen as data sample below.

“I want to explain dental, dental is how to pronunciation, *uhm*” (L1-Data Sample 18)

Based on the data sample 18 above the student initially responded university linguistics teacher's question on what do they want to convey, therefore based on foreign language interaction (FLINT) it can be categorized as student response initiated

4.2 Interaction in Virtual Linguistics lecture 2

In virtual linguistics lecture 2 the data was taken from an introduction to general Linguistics class. The university linguistics teacher who taught this course was Mr. Gio. This data were presented various types of foreign language interaction (FLINT), both teacher direct influence and indirect influence and student talk.

4.2.1 Teacher Talk

Teacher talk here will present two different types of teacher talk, namely direct influence and indirect influence. As Marsella (2020) stated that Teacher talk plays an essential role in learning process that it is the central of how the class is running.

4.2.1.1 Direct Influence

Direct influence can be categorized as teacher talk which has a role in the transfer of knowledge directly.

Giving Information

Giving information is related to teacher's role in delivering the material. It can be seen as data samples below.

“Assalamualaikum wr wb. Alright so welcome for the class of linguistic, know what to do in the next 100 minutes is that we're going to discuss and also learn new things related to theory of language Mr. Gio really use the mix of bahasa

Indonesia-English in this class. Today we have 41 students 46 or 7, share screen are going to show the learning contract. Okay so it's ready up here in your screen everyone okay let me zoom this out okay the course is introduction to general linguistic” (L2-Data Sample 19)

From data sample 19 it shows that university linguistics teacher here directed the course by providing information to students. This data sample can be identified as teacher talk giving information.

“Let me continue okay, so in this introduction to general linguistics course, this is a basic course so that in the future we as children of literature can understand how English is used for various functions. maybe some of you will work as a social media writer, writing on social media, maybe some of you work as a journalist or as an English-speaking media journalist, or maybe some of you will work as a customer service or front office in hospitality, or some of you work as a translator, maybe some of you will work as a diplomat, or the staff in the embassy or embassy of the republic of Indonesia means that you should have good language choice. The basic we need to understand is that linguistics or grammar itself that's where we are going to learn about linguistics in general the basics of linguistics” (L2-Data Sample 20)

From this data sample 20 the university linguistics teacher talked about basic linguistics and some work that students might take which requires an

understanding of linguistics itself, the university linguistics teacher here gives insight or information which is a category of giving information.

“In this context, we have the term study program learning outcome. who we will achieve if we want to graduate and in this course we focus on 3 lessons, the first is about learning about language phenomenon, then the second is understanding linguistic or grammatical concepts, the third is learning your attitude so that later you can study independently okay learn how to group. Okay there are three things that we discuss in one semester the first is the characteristics of language what are the characteristics of the language then what are the branches of linguistics” (L2-Data Sample 21)

In this data sample 21, it can be observed that university linguistics teachers provide insight into what would they learned for the next semester. This interaction can be categorized as a teacher talk giving information as the university linguistics teacher here gave specific information to students.

“Okay let's continue what we discussed in our meeting. The attendance is 80%, your absence maximum of three times in the 16th meeting, you may be absent due to illness or for some reason three times if more out of three times, you will not pass because as a condition for taking the end of semester exams but if those who get 100% keep coming until the 15th meeting Mister Gio will upgrade the mid test score or the test score by 5 points so if for example this the score is 75 then mister will make it 80 if you can attend 100% if the test score is up to 30%, that's good

enough to boost your score so if you attend 100% you will add 5 points in the final test” (L2-Data Sample 22)

From this data sample 22 the university linguistics teacher gave the students information related to the course rules and score. This interaction can be identified as giving information.

“There is communication and interaction maybe not from us, the definition of language is basically communication, there is written verbal language mister don't blame that and that's true but that's the definition of language for ordinary people we are not foreign children we can't speak like that, we as children of English literature those who learn language we must have a more comprehensive definition so what is called language is first that is true it is a tool for communication then apart from communication it contains” (L2-Data Sample 23)

Based on data sample 23 it can be seen that the university linguistics teacher here plays the role of a person who transfers knowledge to students by provided the information related to courses. Therefore, according to the foreign language interaction (FLINT), the interaction above can be categorized as teacher talk giving information.

“So here is the thing we are going to discuss we have sixteen meeting what are the activities? The first today we are explaining learning contract then Mister Gio will tell you what language is and what linguistics is then the origins of language and

what are the characteristics of language then in the second meeting there is the language function development of English language development of English at the second meeting we will discuss language diversity or what language diversity is then we discuss linguistic thoughts in our language there is a quiz here later the quiz will be via *Spada* and the meeting six we are going to discuss about what is synchronic linguistics what is linguistics diachronic, what is theoretical linguistics, what is applied linguistics, we will learn about the branches of linguistics, starting from phonology, morphology, syntax, semantics, pragmatics” (L2-Data Sample 24)

From the data sample 24 above it can be concluded that this interaction contained teacher talk giving information as the teacher here gave students insight about what they would do.

Giving Direction

Giving direction is related to lead the students to certain classroom activity or assist them to do something in behalf of learning process. Here is data sample that contained giving direction.

“There may be some ups and downs, so students who are here can take screenshots yes, as proof of your attendance, save up to one screenshot.”(L2-Data Sample 25)

In data sample 25 it can be seen that teacher here ordered students to took screenshot as their attendance proof. Therefore, it can be identified as giving direction.

4.2.1.2 Indirect Influence

Indirect influence in FLINT theory or teacher talk can be interpreted when the university linguistics teacher tries to encourage students to be active in the learning process.

Deals with Feeling

This type occurs when the teacher plays a role in calming or giving enthusiasm to students. Here is the data sample that contained this type of interaction.

“Don't worry, Mister Gio will explain from the beginning step by step, there will be lots of terms” (L2-Data Sample 26)

From this data sample 26, it can be identified that teacher here tried to comfort the students. Therefore it can be assumed that this is type of teacher talk, deals with feeling as it can also build a comfortable atmosphere in the learning process.

Asking Question

Asking question is a way for teacher to determine the level of student understanding. Here are some data samples that contained asking question.

“I’m asking for help from Sena, please turn on the microphone, Mister Gio wants to ask, where is the first language appears? What's your opinion?” (L2-Data Sample 27)

From the data sample 27 it shows that university linguistics teacher here trigger student’s activity and understanding by asked their opinion. This interaction can be identified as asking students.

“Kebiasaan alright thank you very much, what about Nengah yuk any other idea yang gak apa apa bertiga yuk three of you ada ide apa habis Nengah, Halimahtusaid. Siap-siap five four three two one yuk said silahkan. Um ok. Nabila Nabila coba nak (Habit alright, thank you very much what about Nengah, let's have any other ideas, okay? It's okay, three of you. Get ready five four three two one let's say please. Um ok. Nabila Nabila please try to answer?) what is your idea” (L2-Data Sample 28)

From this data sample 28, university linguistics teachers tried to triggered students so they can participated in learning interactions and can find out ideas from students. This data sample can be categorized as asking question.

“Please, who want to share or not? Who? I haven't been able to identify anyone, does anyone know?” (L2-Data Sample 29)

From this data sample 29 it shows that the university linguistics teacher tried to encourage the students by asked them, therefore it can be identified as teacher talk, asking question. In this interaction it can be seen that the teacher tried to make lectures more active by throwed an open questions to students.

“Oke nah sekarang kita masuk kenanti Mister akan give link lagi sebelum kita masuk keberikutnya ada yang mau ditanyakan nggak sampai sini silahkan Mister open for the question Mister hitung sampai 1 menit nih ada pertanyaan atau tidak? (okay, now we're going to later Mister will give another link before we go on to the next one, is there anything you want to ask, please Mister open for the question, Mister will take up to 1 minute, do you have any questions or not?)”

(L2- Data Sample 30)

Based on the data sample 30 it can be seen that the type of teacher talk is direct influence where here the university linguistics teacher tried to asked students so that the learning process runs actively, this is part of the teacher talk asks questions where this can also be a measurement of how deep students understand the learning material.

Praise and Encouragement

This type is a form of teacher appreciation for students or a form of positive feedback with the aim of increasing student self-confidence. Here are some data samples of praises and encouragement.

“*Dari jaman dahulu oke terimakasih* (From the old times okay thank you)” (L2-Data Sample 31)

From this data sample 31 it can be categorized as praises and encouragement because in this interaction the university linguistics teacher praise or thanked the student for answering the question.

“*Kebiasaan* (habit) alright thank you” (L2-Data Sample 32)

From this data sample 32 above it can be identified that teacher here gave compliment by saying thank you to student.

“Okay that’s good *disinilah kita berkontribusi satu sama lain* (This is where we contribute to each other)” (L2-Data Sample 33)

It can be seen from data sample 33 that teacher were gave good compliment because of students’ response. Therefore, it can be identified as praises and encouragement.

“Okay, good question from Imelda, thank you for being smart to the discussion” (L2-Data Sample 34)

From this data sample 34 it can be seen that teacher here thanked the student also gave them a good compliment for being smart to the discussion. It clearly identified as praises and encouragement. Appreciating students for being involved

in lesson discussions is important to increase students' self-confidence which can make them more active in the discussion process.

“Oke right, oke it's done? *Oke terimakasih Alvin, Alvin tadi membahas tentang kunci bahasa itu adalah* (Okay, thank you Alvin, Alvin discussed the language key earlier)” (L2-Data Sample 35)

Based on the data sample 35 it can be seen that here the university linguistics teacher thanked the students for answering several open questions about their opinion regarding the related material. This form of thank is also part of the teacher talk indirect influence, namely praises and encouragement where the university linguistics teacher appreciates students who have answered so that a good interaction is built.

4.2.2 Student Talk

Student talk is student interaction both with university linguistics teachers and between students in the learning process. The following is a list of student interactions or student talk in virtual linguistic lecture 2.

Student Response Specific

Student response specific is a type of student talk where the interaction comes from student is specific after teacher's question was given.

“Mister I want to ask, can we write using Indonesian is okay, right?”(L2-Data Sample 36)

From this data sample 36 it can be seen that student here specifically asked teacher a question. This response from student can be identified as student response specific.

Student Response Initiate

This type of student talk is occurred when students initially response, give opinion or ask something to the teacher. The following data samples below is a part of student response initiate.

“What is it Mister? from ancient times.” (L2-Data Sample 37)

From this data sample 37 it can be seen that student here gave opinion on a certain question given by the teacher.

“I think language from heaven.” (L2-Data Sample 38)

This data sample 38 above can be identified as student response initiate as the student here gave their own opinion on a certain thing. The used of the word "I think" strongly indicates the personal opinion of the student.

“Sorry sir I mean habit sir *kebiasaan* (habit)” (L2-Data Sample 39)

From this data sample 39 it shows that student here responded the question given by teacher with their own opinion. Therefore it can be identified as student talk student response initiate or open ended.

“In my opinion it is about the existence of research in ancient times.” (L2-Data Sample 40)

From the data sample 40 it clearly shows that student here responded with their opinion. This can be seen from the use of the word "in my opinion" used by student.

“I think it's from Adam.”(L2-Data Sample 41)

From this data sample 41 it can be concluded that student here responded the question given by teacher by using the word “I think” as it signs of opinion. Therefore, it can be identified as student response initiate.

“Me Mister” (L2-Data Sample 42)

It can be seen from data sample 42 that student initially volunteer themselves. It can be concluded that this is type of student response initiative.

“Jadi yang saya tahu itu di menara babel itu sendiri ada seorang tokoh dari alkitab yang yang dia karena kesombongannya (So what I know is that in the Tower of Babel itself there is a figure from the Bible who he was because of his arrogance) In the end, many languages were solved, which they themselves did not understand, starting from the Tower of Babel, many of which they themselves did not understand, and they began to spread all over the world.”(L2-Data Sample 43)

From the data sample 43, it can be seen that here students only answer questions about opinions related to the course. The student's own response is their own initiative, when questions from the university linguistics teacher were given they really like to answer these questions. Therefore, this is categorized as student talk students' response open ended or initiative.

“Kita itu hidup dengan berbagai bahasa macam-macam bahasa daerah atau bahasa asing (We live with various languages, various regional languages or foreign languages) Do all of that follow language theories which are said to start from hand movements, is that like that, or is it only certain languages?” (L2-Data Sample 44)

From this data sample 44 above it can be seen that student here were asking teacher about certain thing. Therefore this responded can be identified as student talk, student response open ended or initiative.

4.3 Discussion

Based on the data that has been presented and examined above, it can be seen that the two virtual linguistics lectures have almost the same pattern of interaction in the teacher talk section where giving information or direction is the biggest part in the interaction or learning process. Rido et al. (2018) stated that identifying the characteristics of classroom interaction is beneficial to the teachers in managing their classrooms. With this understanding, the teachers might plan strategies and apply suitable teaching techniques to build a responsive classroom. Rido et al. (2020) stated that giving direction and command indicates that the lecturers are the navigators of the lectures and the students are under their supervision. Even so, in these two virtual linguistic lectures, the writer concluded that the university linguistics teacher takes a big role in the interaction.

According to the Tyrväinen et al. (2021) in their study it seems that university linguistics teacher has a very crucial role in the virtual learning process. Therefore, in their study it shows that lecturer mostly gives direction on what to do and then lets the student find the material with their own. Thus, in their study they suggested that the lecturer must have clear learning plan and give more information related to the material to the students so the learning process will not confuse the students. Lestari et al. (2021) in their study found out that from the data they have collected the interactions between teachers and students tended to

be active because one of the teacher talk categories that came out a lot was asking questions which triggered student answers so that the interaction was active. On the other hand, Cancino and Avila (2021) found out the fact that the interaction is very low. Teachers are expected to be present as course facilitators who are able to guide classes and stimulate active interaction in class.

In their study Alahmadi and Alraddadi (2020) found that the interaction throughout virtual classes is no less effective than that of traditional classes. More specifically, it was found that students in the preparatory year enjoyed their online experiences, and they found that virtual classes could provide sufficient opportunities for interaction with their teachers and the learning of new language skills. Moreover, virtual classes have encouraged shy learners to overcome their anxiety and participate more in online classes through answering questions given by teachers.

This study has a bit of the opposite of the previous studies whereas university linguistics teachers do have an important role and dominate virtual classroom interactions, but the type of interaction found by the writer in this study shows that university linguistics teachers provide more information about learning material than give instructions to students on what they will learn on their own.

The writer also found that there is a difference between LE 1 and LE 2 where university linguistics teachers never criticize student behavior since there are only three types of teacher talk that can be found namely for direct influence there is

giving information while for indirect influence the university linguistics teacher usually appreciates students' efforts for answering questions which are categorized as praises and encourage and ask questions.

This research also found that interaction between students tends to be a little but still quite active in answering casual questions. There are only a few interactions that can be found with mostly the interaction type is student's response to university linguistics teacher's specific or students' responses initiate.

In LE 2 students also tend to be quite active by answered several questions and gave their opinions, this is of course quite different from LE 1 where students tend to be only listener.

The writer also found the fact that in these two virtual classes most of them were filled with interaction types of teacher talk giving information and giving direction, this shows how much the role of the teacher is in the learning process which is slightly different from previous studies where there is a balance in teacher talk both deals with feeling, ask questions, use student ideas and so on. This can refer to where in virtual linguistics lectures where students have to learn new grammar by using a new language that they may not be good at, it can cause the teacher to take on more types of interactions in teacher talk giving information and giving direction where in some cases the teacher also uses Indonesian to makes it easier for students to understand the material.

CHAPTER FIVE

CONCLUSION

From the interaction between the two virtual linguistics lectures, the writer can concluded that referring to the theory of Foreign Language Interaction (FLINT) teacher talk was more dominated by gave information, gave directions, asked students and commented or criticized student's behavior. For student talk mostly the type of interaction that occurred was student response specific to the question given or student response initiate where in this type student were took the initiative to answer the teacher's questions.

From the writer's point of view and with the development of technology where everything can be done virtually including virtual classrooms, the writer feels that teachers who are the main pioneers in learning process must engage students more so that they are more active in the learning process because student activity indicates understanding as well as enthusiasm for the subject.

The writer found the fact that the type of interaction with FLINT as a theory which includes teacher talk and student talk is influenced by how the teacher directs the class. In the chapter 4, it can be seen that when the teacher provides a lot of information about the material and asks about students' opinions, the interaction in student talk tends to be more active, meanwhile when the teacher gives instructions or gives directions, students tend to be quiet and listen.

The writer finds the fact that the teacher here as the main pawn in the learning process in class has also tried to increase the activity in the class by carrying out various types of teacher talk such as asking questions to check students' abilities and self-confidence, giving good compliments to students who want to answer, giving space for students to ask questions and give opinions about several things. However, this was apparently not enough to boost interaction among students who tended to be passive and low. The teacher also uses Indonesian several times in explaining something or learning material where this is intended so that students can more easily understand the material or things presented.

The findings in this study are very beneficial in virtual lectures or classrooms where currently we are facing an all-digital or virtual world. With this study, the writer hopes that this can be an initial support for teachers so that the virtual lecture process continues to be carried out actively by both teachers and students and continues to provide facilities for students to remain confident in class, be active in class and establish good interactions both students to teachers or students with others.

Lastly, the writer found limitations in this study because the authors could not describe most of the types of student talk due to limited interaction from students, therefore this can be analyzed further by distinguishing between lectures where teachers give material and lectures and where students present their opinions or the results of their work, the writer believes the type of student talk will be different.

From the findings of previous studies, the writer found similarities in terms of teachers who were the main pioneers of interaction in virtual classes as well as some disturbances caused by technical errors such as networks and microphones. While the difference from the results of this study and the previous study lies in the types of teacher talk and student talk that are commonly found in virtual classroom.

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