# 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 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 use