

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).

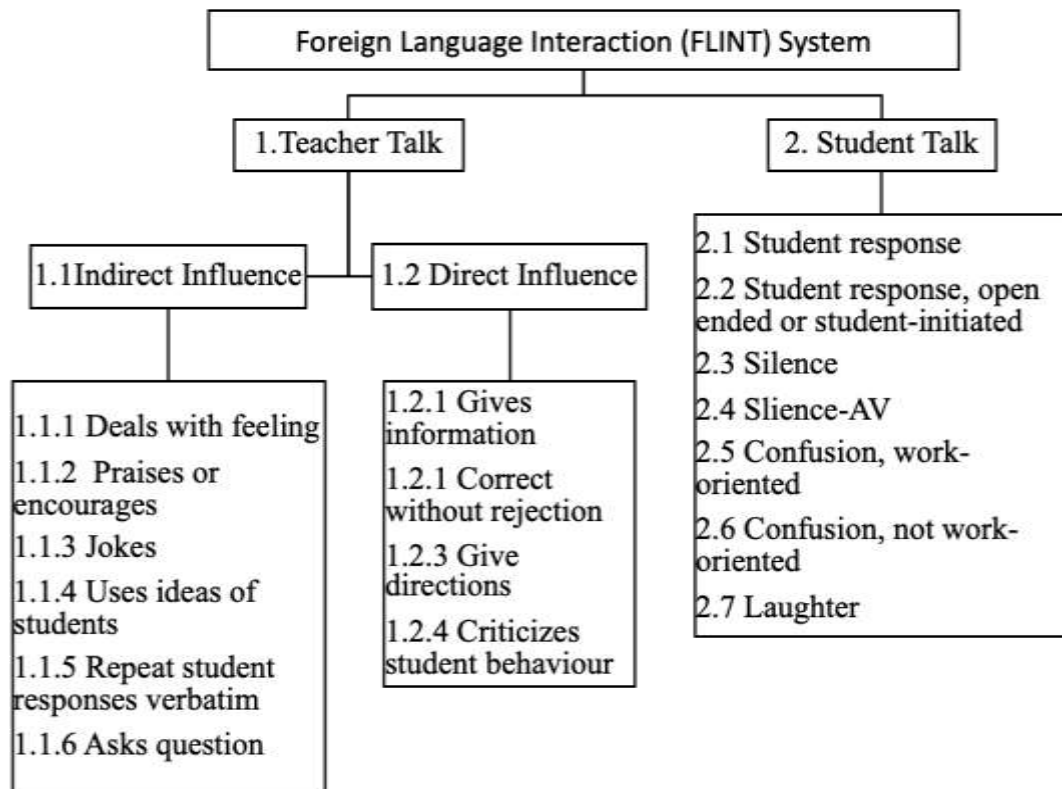


Figure 2.1 Foreign Language Interaction (FLINT) System (Moskowitz, 1967)

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
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<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>
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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.

