AN ANALYSIS OF TEACHERS' TALK IN TEACHING ENGLISH ON VIRTUAL CLASS AT MTs MUHAMMADIYAH TOLITOLI

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ABSTRACT
This research is aimed to find out the teachers' talk in teaching English on virtual class at MTs Muhammadiyah Tolitoli. This study uses a qualitative descriptive. The researcher using theory FLINT (Foreign Language Interaction) by Brown H.D (2007) which leads to Indirect Influence and Direct Influence. The research sample were two (2) teachers who teach English at MTs Muhammadiyah Tolitoli. The techniques for collecting data were Interview and Documentation and analyzed using Miles & Huberman theory. The results of this study shows that teachers' talk divided into 2, namely Direct Influence are consists of giving information, correcting, gives directions, Criticizes, and Indirect Influence are consists of deal with feelings, praises or encourages, uses students idea, ask questions, and learning through virtual classes at MTs Muhammadiyah has implemented all teacher talk by Brown. These teachers' talk Have been applied but less than optimal due to problems regarding the network from students and teachers themselves

Keywords*: Teachers' Talk, Foreign Language Interaction.*

INTRODUCTION

English is an official language of 63 countries and unofficial second language in many countries. Thus, almost the people in every country understand English. That is why learning English is very important for us, because it makes us easy to communicate with the people in the world. There are four skills that must be mastered in English. According to Richard & Schmidt (2002:330), skills in language teaching are the mode or way in which the language is used. The four language skills are Listening, Speaking, Reading, and Writing has been a tough year for all of us, until now Indonesia is still hit by the Covid-19 pandemic. Covid-19 is an infectious disease caused by the acute respiratory syndrome (serve r acute respiratory syndrome coronavirus or SARSCoV). Covid-19 has many good and bad impacts for all living things and the universe. All efforts and efforts have been made by the government to reduce cases of Covid-19 transmission. Undeniably one of the policies is online learning, or online for all. students to university students due to social restrictions (Marzuki & Malik, 2021)

The learning process in the classroom is a very important part of education. The success of the learning process cannot be separated from the ability of the teacher to develop learning models, methods and media. In this case the teacher must be able to apply online learning through virtual classes. According to Virtual classrooms are learning environments that are organized or carried out online (Wang, 2001). Learning models that are not suitable can cause the learning process to be not optimal. The learning model should be oriented

towards increasing the intensity of student involvement effectively in the learning process. The passive role of students during the learning process can cause learning outcomes to decrease. The continuous use of conventional learning methods can also cause students to feel bored and have no motivation in the learning process, choosing the right learning model to be applied in learning can improve the quality in the learning process. As one component of learning, the learning model cannot escape the discussion of the learning system as a whole.

In this case, the teacher's role in the learning process is very important. To achieve the aim of the educational system, each child needs to get an education so they are actively developing their potential. One important aspect of realizing that education is capable of producing quality human resources is the role of teachers in teaching something to their students. Sinclair and Brazil in Yanfen & Yuqin (2010) define teacher talk as "the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding" . pedagogycal functions refers to the language used by teachers that intentionally becomes a model for students in learning the language and communicative functions deals with the language used by the students in their own interaction both inside and outside the classroom as the result of language model.

Good classroom behavior is one of the most important characteristics, and a vital aspect of effective classroom management (Kelly., 2006). online learning affects students' interest in learning and effectiveness in the learning process. and another problem is the difficulty in understanding the material presented by the teacher because of the various possibilities that occur when online classes are running. for example, bad networks, and difficulty organizing classrooms can also be one of the factors of effectivenes s in learning. Because interaction and online class management will certainly be very different with face to face.

This reseach focus on An analysis of teacher talks in teaching English on virtual class at MTs Muhammadiyah Tolitoli. The reseacher choose this tittle because this title had not been analyze before by virtual class. Based on the statement above, the researcher want to analyze the teacher talk in teaching English on virtual class. Researcher focus on English teachers at Mts.muhammadiyah Tolitoli.

METHOD

The Design of this research was qualitative research. The researcher applied it to find out the teachers' talk in teaching English on virtual cclass at MTs Muhammadiyah Tolitoli. The research samples were consisted of 2 English teachers at MTs Muhammadiyah Tolitoli, which used purposive sampling. The data obtained from interviews and documentation. The technique used to analyze were percentage and Miles and huberman.

FINDING AND DISCUSSIONS
Findings
Indirect Influence
Indirect influence is one of the methods used to encourage student activity in learning.

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a.   Dealing with feelings.

Deal with feeling is a category about feelings or students' readiness to learn. The researcer just focus to the accepting, Usually the teacher greets the students before starting the lesson. In the results of the interview, the teacher uses 2 greetings, namely Assalamualaikum and good morning, then followed by asking how the students are or reviewing the material that has been studied previously. It aims to see the readiness of students in starting the lesson. It can also build a good relationship between teachers and students so that learning will running well.

Table 1. Interview Result of Teachers' Talk

When you enter the class you greet your students by using expression "Assalamualaikum" first then "good morning" Do you have any reason for that ?	**TA : when we greet students, we automatically wait for answers and responses. Student response is very important to determine student readiness. but there are some problems, usually related to the network or their microphone is not active. but from the movement of the mouth, they respond.**
	TB : We must make it a habit for students to say greetings and prayers wherever we meet someone. Especially if you meet the teacher in class, of course you must greet your teacher. This should be used because it involves the attitude of students to always greet people.
According to you what is the purpose of greet the students before you begin the lesson ?	TA : First, in fellow Muslims, greeting is prayer. second, to see the readiness of students in starting learning. automatically by doing greetings, students' attention will lead to the teacher.
	TB : To familiarize students in giving good greetings.
Besides "Assalamualaikum" and "good morning", is there another way that you use to greet students?	TA : Actually many ways. After greeting, we can give an introduction and ask the student's condition. Like, "how are you" are you ready to study today. We must greet students in various ways and also always remind the health protocols.

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	TB : Automatically if it's formal, we have to say hello. Just like in the classroom, we must use good greetings.

b. *Praising/Encouraging*

Praising/Encouraging is one of teacher talk that has been done by teachers to build students' self-confidence, courage to express opinions, great curiosity, and enthusiasm for learning. When students get a good response from the teacher, it will automatically increase enthusiasm in doing something. When this is absent, students will always feel insecure and lazy to find out something because of the absence of an award.

Table 2. Interview Result of Teachers' Talk

What do you say to your students when they are able to answer your question correctly ?	**TA : Automatically we give praise or reward. The reward is not in the form of objects but in the form of positive words. For example, good, super, or other things that can make them feel appreciated.**
	TB : So if students answer a question correctly or not, we should praise the students. if true we say good. so that the enthusiasm for learning is high. then for students whose answers incorrectly, they must still be given praise and said "your answer is good, but it needs to be improved again".
Why did you do this ?	TA : First, to motivate students in learning. Second, as input to other students that if we do something, we get an award.
	TB : We have to keep doing that. online or offline is not an obstacle to do this.

c. *Uses students' idea*

One of the most important in this category is clarification. The reseacher just focus to the clarifying, Usually the teacher clarifies about the material that has been conveyed. Then students are also encouraged to ask questions about the material so that their knowledge increases and when something is not clear, they also have to clarify. Because this is a virtual learning that there may be some obstacles such as the network or the facilities, they have that hinder the learning

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process. Of course there are things that are clarified, for example the sound is not clear and so on.

Table 3. Interview Result of Teachers' Talk

When your students answer or give response to your questions, sometime you asked them to repeat or to speak louder. Do you have any reason for that ?	**TA : Yes. when we ask for clarification from students, first we want to know whether the material we have conveyed through the learning video is clear or not. Then we clarify to see if they can listen to our explanation or not. Because its virtual class.**
	TB : If something is not clear, it should always be clarified. If we answer or ask questions and the question is not clear, we can ask for it to be repeated.

d.   Questioning

Teachers have to do this category. Questioning is something that can increase knowledge and the extent to which students understand the material that has been explained. It also encourages students to be able and be brave to speak so that there is interaction in the learning process.

Table 4. Interview Result of Teachers' Talk

Do you often do questions and answers with students regarding ongoing learning to check the students' understanding?	**TA : of course we have to do that. because here we need interaction when we give material. then ask "students, do you understand?, in which part you don't understand" or "are there any questions". We are here to ask questions related to learning.**
	TB : online and offline are the same. so if you ask questions, it's the same as face-to-face, there's no difference.

Direct Influence

With this direct influence, it can further improve student performance and make students more active.

a.   Giving Information

By giving information, it can help students not to make mistakes. With this online learning we can also provide information via Whatsapp or various media that used during virtual learning. Information can be giving explanations, giving

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examples, or things that students will ask about learning materials. This aims to minimize errors and increase student knowledge.

Table 5. Interview Result of Teachers' Talk

When do you think you need to give an explanation to your students ?	**TA : We use whatsapp, we can provide information related to things that have to do with learning or activities at school. information is very important for us to provide especially now that we are in a virtual learning period. so that information is very important.**
	TB : When we have finished discussing the material, then we ask students to ask again what they have not understood. so they ask again so we can explain again which points are not understood.

b.   Correcting

Learning is not free from mistakes. Not everyone is always right. With mistakes we can learn that we don't have to do it a second time. A teacher should correct students when they make mistakes to clarify their understanding.

Table 6. Interview Result of Teachers' Talk

Do you often correct students when they are wrong?	**TA : Yes. we must inform well and correct properly. e.g. their answer gives the right explanation**
	TB : we always provide corrections. In the learning process there must be something wrong. Correcting is something that is always done in class.

c.   Giving direction

The teacher must of course control the class. by giving directions students are not confused and can know the steps they have to take. in the column below the teacher gives directions about the language used when learning English in class.

Table 7. Interview Result of Teachers' Talk

when you give a direction to your students you usually used English (e.g "follow me, ikuti saya." , like example, seperti contohnya.") why ?	**TA : according to the conditions of learning English, there is speaking learning. because learning English there are two skills, namely speaking skills and skills in understanding the**

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	concepts that we will give them.
	TB : in English class. We use English to provide material, usually using English. However, when we give examples to students, we must clarify the examples and then interpret them.

d.   Critizing

This is one of the important things. Criticizing is one of the motivations that teachers give to students so that students can develop something they are doing. This category can also encourage them to be more enthusiastic in learning. Because being criticized means wanna know something new.

Table 8. Interview Result of Teachers' Talk

When should you critic your students ?	TA : just remind. for example, the task is slow or has not been worked on, we are asked the reason why, then we give a solution. in this case critizing leads to reminding only.
	TB : If it's wrong, it will be criticized. Criticism must always be done when students make mistakes.

Discussions

In this research the reseacher want to analyze the teacher talks in teaching English on virtual class at MTs Muhammadiyah Tolitoli. The researcher conducted this research with a focus on teacher talk with the theory of FLINT (foreign language interaction) by moscowit'z 1971 modified by Brown (2007) where teacher talk is a system that includes teacher talk that relates to feelings or accepts feelings, praises or encourages, joking, accepting or using student ideas, repeating student answers word for word, asking questions, providing information, correcting without rejection, giving directions, criticizing students. In this research there are Indirect influence and Direct influence.

1)   Indirect influence

Arrangement in the classroom is a sign of successful learning. Indirect influence is learning that relies on student habits and aims to improve student achievement. Such as dealing with feelings, praising/encouraging, clarifying and questioning. This is a habit and knowledge indirectly about the behavior of the student towards the lesson.

2) Direct influence.

Direct influence is an influence that can directly explain the concepts or skills of students in learning. Monitor activities in the classroom using direct influence such as giving information, correcting, and criticizing. is a direct learning to students so that students are more focused because this is a direct interaction. For example, the teacher wants to correct, automatically the teacher is more focused on the student for correction, so there is a kind of direct interaction and students will only focus on correction. it is different with indirect influence, for example praising, in this case the teacher will only praise but there is no such thing as a direct approach.

Research on teacher A was conducted on Wednesday 15 September 2021 in the teacher's room at 10.00 AM. For teacher B, it was conducted on 07 September 2021 in class VII B at 11.00 am. In this study, the researcher found that the teacher talk used in MTs Muhammadiyah consisted of indirect influences, namely dealing with feelings, praise/encouraging, clarification, questions. And direct influence, namely, providing information, correcting, giving direction, criticizing. It has been implemented but is not optimal due to network problems from students and teachers themselves. But so far it has been very good, because in this pandemic period and with virtual learning, teachers at MTs Muhammadiyah can apply teachers' talk well.

CONCLUSION

English is an international language that is used in all countries. so it is important for us to learn it in school. In school the teacher must be able to teach English well so that students can use English. teacher talk is a learning process in the classroom that leads to interaction and managing. Yanfen & Yuqin (2010) define teacher talk as "the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding Teacher". Based on interviews with researcher and English teachers at MTs Muhammadiyah, The researcher found that the teacher talk used at MTs Muhammadiyah consisted of indirect influence namely dealing with feelings, praising/encouraging, clarifying, questioning. and direct influence namely, giving information, correcting, giving direction, criticizing. Have been applied but less than optimal due to problems regarding the network from students and teachers themselves.

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