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An Attitudinal Analysis of Student-Teacher Talk on Online Classroom Interaction

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ABSTRACT

This study conducted to find out the attitudinal resources used by a student-teacher talk on online classroom interaction through appraisal framework (Martin & White, 2005). This research used a qualitative approach with adopted critical discourse analysis (CDA) research design. The subjects of this research were students in the fifth semester and teachers in Universitas Majalengka. The findings show that the dominant type of attitudinal system of student and teacher talk on online classroom interaction; The dominant attitude device found by students is Judgment which constitutes 23,33%, followed by Appreciation (16,67%), and Affect (13,33%). The dominant attitude device found by the teacher is Affect which constitutes 31,14%, followed by Appreciation (21,31%), and Judgement (11,47%). Students can use this kind of analysis a develop speaking skills based on character education that can provide basic rules for life and practice behaviors that reflect values. The way teachers and students express their emotional reactions shows their aspects and their relationships through the choice of language. The contribution of student and teacher talk in terms of appraisal analysis are; a sense of curiosity, sense of communicative, sense of responsibility, sense of respect for achievement, sense of honesty, and sense of independent.

Keyword: Student - teacher talk, online classroom interaction, attitudinal analysis

INTRODUCTION

Along with the development of science and technology, the learning system also grows with technology, one of them is online learning. According to (Carliner, 2004) online learning is instructional content or learning experiences delivered or enabled by electronic technology. It means that online learning is a system that can facilitate students to learn more broadly, more, and varied. The system's facilities enable students to open access to education anybody, anywhere, and at any time, regardless of distance, space, or time constraints. The learning materials being investigated are increasingly diverse, not only in terms of linguistic content, but also in terms of visual, audio, and motion content.

Online classroom interactions are usually associated with student and teacher levels of achievement. It is possible to do this when students and teachers interact in an online classroom. Classroom interaction is a situation in which the teacher and students engage in a reciprocal

action in which the teacher's actions are influenced by the students' responses (Dagarin, 2004). To support learning and foster communicative contact, one of the most significant success criteria in an online classroom is the quality of student and instructor interaction, which is referred to commonly as student talk and teacher talk. (Yanita et al., 2016). Teachers as facilitators can design specific building knowledge strategies to make connections with existing knowledge by reminding students of shared experiences (Sharpe, 2001). The opportunities for teachers and students to express their thoughts, opinions, and attitudes from communicating can reflect the value system of their personalities, building a positive atmosphere, maintaining the interlocutors' relationships, and organizing the discourse (Hunston & Thompson, 2000). It means that the relationship between teachers and students in the classroom is going well, which can be proven by teaching and learning interactions.

In the online classroom, teacher and student did not realize that what they conveying represents their character, and students also have their own meaning when viewed in terms of appraisal analysis. The purpose of the appraisal analysis is to investigate or express all attitudes conveyed by teachers and students. This research can prove the existence of new ideas, it turns out that this analysis can lead to an investigation of the character of an appropriate student and teacher. This appraisal system, the dimension of the attitude helps students to understand their language in the online classroom and how students and teachers can use appraisal resources to assist them to achieve a teaching and learning process.

This study uses critical discourse analysis (CDA) to explain the stereotypical value of a person's perception based on attitude analysis in online classroom interactions. CDA is an interdisciplinary study of discourse that looks at language in social practice. (Fairclough, 2001). CDA uncovers how this ideological system is (re)shaped by texts, spoken, and social practices that marginalize or privilege particular values in society (de Los Heros 2009) To study such idéologies, the Martin and White (2005) systemic functional linguistics (SFL) interpersonal metafunction of Halliday can supply a usable and practical tool through an Attitude analysis.

In addition, most of the previous research using the critical appraisal focused on news text, writing, leader's speech, teacher talk, articles, etc. (e.g., (Chalimah et al., 2018) utilized it to Evaluating Attitudes in News Text; (Pribady, 2018) Used the Appraisal theory of the Teacher's Talk to Enhance Students' Critical Thinking Skills through Narrative Text; (Pasaribu, 2020) used this theory to analyze on Performing Of Mice and Men; (Rahayu et al., 2020) focus on analyzing the dominant type of attitudinal system that expressed by the teacher; (Haristyanti, 2015) used it to analyze Obama's speech. This research conducted through appraisal theory to analyze how students talk and teachers talk on online classroom interactions during the teaching and learning process. Therefore, this research is conducted with the objective as below:

1. What is the dominant type of attitudinal system of student and teacher talk on the online classroom interaction?
2. What is the contribution of student and teacher talk in terms of appraisal analysis?

LITERATURE REVIEW

CRITICAL DISCOURSE ANALYSIS (CDA) AND SYSTEMIC FUNCTIONAL LINGUISTICS (SFL)

Critical Discourse Analysis is a new method in social and cultural sciences research. It is used for research in the field of media and social, cultural, and political issues, especially to uncover

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forms of domination, injustice, discrimination, or impunity. Discourse as a social praxis reflects people's lives which are colored by rhetoric, manipulation, and misdirection

Critical Discourse Analysis (CDA) helps understand the language in its use. Language turns out to be not just a means of communication but is also used as an instrument to do something or a means to implement a strategy of power. Through language, people produce meaning in social life. (Fairclough, 2001) argues that CDA is an interdisciplinary discourse study that considers language phenomena to be social practices. In the sense that whenever people speak or listen or write or read, they do so in socially determined ways and also have social effects. At the same time, the sociolinguistic phenomenon occurs because the language used in a social context does not only reflect or express social conditions and practices, but the language used is part of the social condition itself.

Our tools for analyzing the transcribed interview data from the three groups as well as our key informants consisted of Critical Discourse Analysis (CDA) and Appraisal Theory. (Wodak, 2001) defines that "The term CDA refers to a critical linguistic approach used by researchers who believe that the broader discursive unit of text (spoken or written) is the fundamental unit of communication" and states that CDA is particularly concerned with the relations between language and power. The discursive practice causes the interactions to negotiate attitudes in certain fields, especially in the teaching and learning phase where students and teachers interact with each other (Herdiawan et al., 2020)

SFL is a language approach that is used to analyze how language is used in various contexts that exist in everyday social interactions, both in spoken and written form. In this definition, systemic is defined as the whole, while functional is something that can be used or applied in various scientific fields. Meanwhile, Halliday cited in (Fauziati, 2016) states that the importance of context in language education is based on the unique role played by language in the learning process. Language functions as substance, instrument, and object for all fields of knowledge and to all educational levels. It can be used to learn about grammar, genres, registers, word formation, etc.

SFL plays a key role in every activity. SFL can help us in explaining and analyzing every action we take. Even pictures or writings that we meet at every step of the activity. SFL can help increase a teacher's creativity in processing learning in his or her class. Furthermore, SFL might teach youngsters to think critically and to analyze the issue facing them.

SFL can be categorized as a multifunctional overall analysis of discourse in spoken and written form. In SFL, 3 metafunctions form the basis for conducting analysis, namely 1. Ideational (related to knowledge about the discourse to be analyzed), 2. Interpersonal (related to interpersonal relationships or people around the discourse to be analyzed), and 3. Textual (related to how the discourse is structured and forms meaning in spoken or written form). Below is a chart of parts of Systemic Functional Linguistic (SFL):
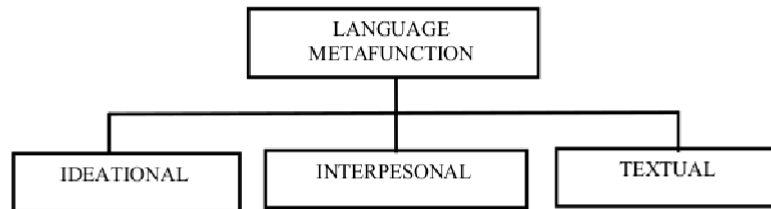
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                    ┌─────────────────────┐
                    │      LANGUAGE       │
                    │    METAFUNCTION     │
                    └─────────────────────┘
                              │
          ┌───────────────────┼───────────────────┐
   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
   │  IDEATIONAL  │   │ INTERPESONAL │   │   TEXTUAL    │
   └──────────────┘   └──────────────┘   └──────────────┘
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FIGURE 2.1.1. The types of language metafunction

APPRAISAL THEORY

(White, 2015) states that appraisal is a study of how people use language to evaluate, adopt stances and construct textual personas, and manage interpersonal positionings and relationships. From the statement above it can be explained that, appraisal describes how people feel strongly about other people or things. Appraisal enquires into how discursive productions of writers and speakers are a reflection of the way they pass judgement on other people, events, material objects, and in general, the way they see the world. The appraisal is organized into three simultaneous subsystems each of which consists of Attitude, Engagement, and Graduation (Martin & White, 2005). Attitude is one type of Appraisal. The Attitude type of appraisal theory is used to describe the stereotypical value of the assumptions or perceptions in their opinion. Furthermore, related to the discussion of the types of attitudes will be illustrated and described as follows

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                      ┌──────────────┐
                      │   ATTITUDE   │
                      └──────────────┘
                             │
         ┌───────────────────┼───────────────────┐
  ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
  │    AFFECT    │    │   JUDGMENT   │    │ APPRECIATION │
  └──────────────┘    └──────────────┘    └──────────────┘
         │                   │                   │
  ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
  │ Inclination  │    │  Normality   │    │   Reaction   │
  │  Happiness   │    │   Capacity   │    │ Composition  │
  │   Security   │    │   Tenacity   │    │  Valuation   │
  │ Satisfaction │    │   Veracity   │    │              │
  │              │    │   Propriety  │    │              │
  └──────────────┘    └──────────────┘    └──────────────┘
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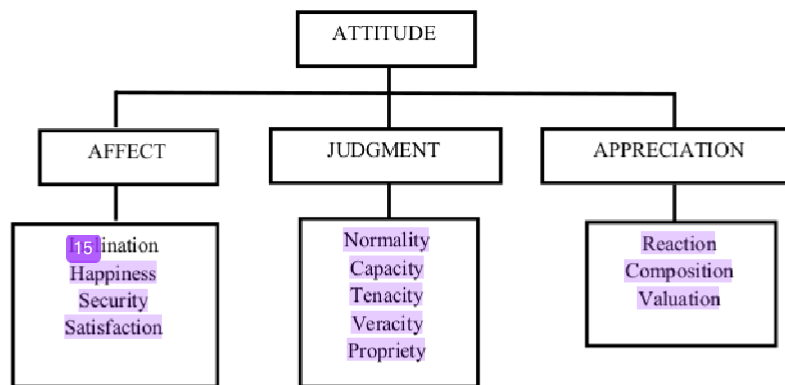
FIGURE 2.1.2 The types of Attitudinal System

Appraisal describes how people feel strongly about other people or things. Attitude is one type of appraisal. The Attitude type of appraisal theory is used to describe the stereotypical value of the assumptions or perceptions in their opinion. In other word attitude describe the way students and teachers talk in online classrooms and evaluates the value of these things and how they are portrayed positively or negatively (Martin & White, 2005). In details, Martin & White, (2005) divided the attitudes into three subsystems namely:

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The first is affect (person's feelings it can be positive and negative). Affect can be achieved with affective adjectives, affective verbs, affective adverbs, etc. In terms of the classifications, several factors can be applied, including positive and negative affect, dis/inclination, un/happiness, in/security, and dis/satisfaction. The inclination indicates the feelings of desire for the phenomenon from the author (hopes, want, miss, and wary). Happiness can be a feeling of happiness or sadness and like or dislike phenomena (love, cheerful, hate, sadness). Security covers a feeling of peace and anxiety related to an environment (confident, comfortable, frightened, and uneasy). Satisfaction deals with goals and feelings of frustration with activities in which people engage (enjoy, busy, bored, and angry).

The second is Judgement (people behavior or character). It involves whether the attitudinal evaluation negatively or positively assessed concerning one's behavior. Judgement resources are divided into two broad categories: social esteem and social sanction. Social esteem has to do with (normality, capacity, and tenacity). Normality involves the evaluation of how unusual/special someone is in his/her behavior (familiar, lucky, old-fashioned, and odd). Capacity is concerned with judgement of a person's ability to act (powerful, competent, weak, and unproductive). Tenacity covers how reliably someone can do something, (adaptable, brave, unreliable, and impatient). While Social sanctions have to do with (veracity and propriety). Veracity includes how a person's behavior is measured by truthful (honest, tactful, deceitful, and manipulative). The last, Propriety is the evaluation of how an ethical person will do something (good, polite, arrogant, and greedy).

The last is appreciation (evaluation of objects or things). It is divided into three parts: reaction, composition, and valuation. The term "reaction" refers to the process of evaluating the impact and quality of something (good, bad, exciting, and predictable). The composition includes the appreciation of things toward the balance and complexity toward the phenomena (easy, consistent, difficult, and contradictory). Valuation is the evaluation of the assessment of the social significance of the product and performance (creative, real, genuine, and insignificant).

STUDENT AND TEACHER TALK

Student and teacher engagement is considered the most essential part of the teaching and learning process (Herdiawan et al., 2020). The teacher talk is a kind of language used mostly in the classroom (face to face or online) by teachers to provide direction, explain activities, evaluate learning and give many characteristics to students. (Yanfen & Yuqin, 2010) defines Teacher talk as the kind of language used by the teacher for instruction in the context of the classroom. From this definition, it can be seen that teacher talk is considered as one of the biggest factors of all information that students acquire in English language teaching and learning.

The learning interactions carried out by students are manifested in the form of student talk. Student talk is one of the most essential parts of the teaching and learning process for educational purposes Britton cited in (Boyd & Rubin, 2002). Interaction refers to the classroom language used by teachers and students during the learning process. In this process, interaction occurs between teachers and students in the form of asking questions, answering questions, explaining, giving instructions, and other learning activities that are spoken orally (Brown, 2007). Given the importance of the existence of language as a means of interaction between teachers and students in the learning process, the teacher needs to identify the language chosen as a medium for conveying information. The choice of language used by the teacher also determines the success or failure of the learning process carried out. It can be concluded that

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teachers as educators must identify language when conveying information to their students as a means of interaction. In this case, the teacher has a role as a medium for delivering information.

ONLINE CLASSROOM INTERACTION

Interaction occurs because there are two components, namely student and teacher. According to (Dagarin, 2004) state that interaction is a type of action that occurs when teachers and students can influence each other. The online classroom is a product of the central process of globalization that is separated by vast spaces located in different time zones, teachers and students can interact across the boundaries of their physical location through printed texts and electronic signals (Havwini, 2019).

The online classroom makes possible new combinations and recombination between old and new social conventions and categories. Teaching and learning activities that occur in the online realm are accessed remotely through a device such as a tablet or mobile phone on a website or application. To create a good interaction, there needs to be communication. (Alawamleh et al., 2020) defines Communication as the key to this mode because students have the opportunity to ask questions and clarify information to fulfill the purpose or intent in the best possible way. (Rofi'i & Nurhidayat, 2019) state that success in communication can be seen from the understanding between the messenger and the receiver of the message. It also the element of feedback becomes quite important. How the messenger and the receiver of the information can alternate roles because of feedback problems.

METHODOLOGY

This research used a qualitative approach. The qualitative approach was used to disclose attitudes resources that were realized in classroom interaction talk. It is descriptive in the sense that this study is intended to describe the realization of interpersonal meaning in the talk based on the Appraisal system as suggested by (Martin & White, 2005). The present study adopted critical discourse analysis (CDA) to describe the stereotypical value of the assumptions or perceptions in their opinion based on an attitudinal analysis of online classroom interaction. As for research sampling, this study involved an English lecturer and students in the 5th semester in Universitas Majalengka. Data is taken during 2 hours of the learning process for 3 weeks. This sample is selected by using the technique of purposive sampling, where the sample is chosen based on a number of criteria which are: 1) The English lecturer is a professional lecturer who has a long track record of experience in teaching English particularly in Universitas Majalengka; 2) The students are the fifth semester who take Quantitative research in language education subject who considered having a high interaction in the classroom.

This is a technique used in data collection in research is observation and documentation. To collect data, the researcher performed several steps following the procedure from (Creswell, 2012). First collects data by conducting the recording process. In data collection, researchers used a special voice recorder or digital voice recorder to facilitate the recording process. Then, these data were transcribed into field notes as an excerpt. After that, the data were analyzed through attitudes (affect, judgement, and appreciation) by Martin and white 2005. The last, data has been analyzed according to the group, then the data is calculated to determine the dominant

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type of the attitude system and classify the contribution of student and teacher talk that can produce an education character in the online classroom.

FINDINGS AND DISCUSSION

FINDINGS

The writer has found attitude devices in a student-teacher talk on online classroom interaction which consists of affect, judgment, and appreciation. In this case, the writer shows the number of attitude devices in the table below:

TABLE 4.1 Table of attitude finding

No	PARTICIPANT	ATTITUDE					
		Affect		Judgement		Appreciation	
		Positive	Negative	Positive	Negative	Positive	Negative
1	STUDENT	4	4	7	6	5	4
	TOTAL	13,33%	13,33%	23,33%	20%	16.67%	13,33%

No	PARTICIPANT	ATTITUDE					
		Affect		Judgement		Appreciation	
		Positive	Negative	Positive	Negative	Positive	Negative
2	TEACHER	19	5	7	12	13	5
	TOTAL	31,14%	8,19%	11,47%	19,67%	21,31 %	8,19%

The table above describes the percentages of all types of attitude systems, this is expressed by the conversations of students and teachers. The findings show that students using the attitude system there are 13.33% affect, 23.33% judgment, and 16.67% appreciation. And also for teachers, there are 31.14% affect, 11.47% judgment, and 21.31% appreciation from the attitude.

As a realization of the attitude device, researchers have analyzed it based on the student's talk and the teacher's talk in the form of conversations, you can see in the discussion section below.

DISCUSSION

ATTITUDINAL RESOURCES IN STUDENTS TALK

From the figure above, it can be seen that the attitude device from online class interactions, including the dominant attitude device found by students is Judgment. It found the point of percentage 23,33% with a total of 7 instances. It indicates that students interact in the learning process is because they are influenced by habits and willingness or desire to express what they think and feel directly. As indicated by students reflecting on their Judgment after studying an article. Students use Judgment resources to monitor capacity, veracity. Students' understanding is highlighted so that students become creative so that they are easy to think about and have the ability to think critically in assessing something. It is in line with what (Leicester & Taylor, 2010) state that critical thinkers need to think about trying to figure out how to act in the right way, or trying to solve a moral dilemma, or doing critical reflection on it.

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The examples below illustrate the analysis of the affect category on student talk in a positive way.

POSITIVE AFFECT

TABLE 1. Positive Affect of Student Talk

Clause	Speaker	Excerpt	Aff
116b	S	*Ya Pak terimakasih Pak* (Yes Sir, **thank you** sir)	+ Satisfaction
2c	S	*Kalau salah tolong dikoreksi Pak* (If I'm wrong, please **correct** me Sir)	+ Inclination
27c	S	*Sharing masalah kehidupan boleh nggak Pak?* **(laughing)** *sharing percintaan gitu* (Sharing about life's problems, is it okay, sir? **(laughing)** Like sharing love.)	+ Happiness

The first clause (11b) shows that students express their feelings to the teacher for their achievements during the learning process. The second clause (2c) states that students seem to ask the teacher to be directed if their presentation is not appropriate so that with this achievement students can overcome difficulties. The last clause in positive affect (27c) shows that students' nonverbal reactions [laughing] always occur in classrooms that exhibit a positive environment and are coded as happiness. This shows that a sense of humor in the classroom is more effective in teaching and learning, on one hand, the subject matter is quickly captured by students, can melt the atmosphere so that it is not tense, and students are not bored in the classroom. (Lighart cited in (Ritonga et al., 2018) state that a teacher should have laughter and enjoy allowing his students to laugh. Teachers should create a joyful atmosphere in the classroom, so students can laugh at the correct time together.

POSITIVE JUDGEMENT

TABLE 2. Positive Judgement of Student Talk

Clause	Speaker	Excerpt	Judg.
26a	S	*Iya pak, soalnya tiktok booming tahun 2020* (Yes sir, because tiktok is **booming** in 2020)	+ Capacity
51a	S	when view the result of study **was successful** and I **agree with this research**, because using picture can be affective media for vocabulary learning English. *Udah pak* (enough, Sir)	+ Capacity
16c	S	*saya sih* **not yet.** (I'm not yet)	+Veracity
18c	S	*masih belum Pak masih bingung* (not yet Sir, **still confused**)	+Veracity
19c	S	*baru mau direncanain* (**just about to plan**)	+Veracity
25c	S	:Oke Pak Iya Pak emang butuh waktu diskusi (Ok sir, it **takes time for discussion**)	+ Capacity

In clause 26a, 51a is a student's assessment of an article being discussed, students express their thoughts after studying an article. Here student understanding is highlighted so that students become creative so that they are easy to think and have critical thinking skills. It is in line with what (Leicester & Taylor, 2010) state that critical thinkers need to think about trying to figure out how to act in the right way, or trying to solve a moral dilemma, or doing critical reflection on it. In addition, the rest of the clauses 16c,18c,19c indicate that the students stated

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what they were (honestly) regarding project assignments in other courses. Clause 25c Students try to complete an unrealized task by discussing it at the teacher's request.

NEGATIVE JUDGEMENT

TABLE 3. Negative Judgement of Student Talk

Clause	Speaker	Excerpt	Judg.
20a	S	… First, the sample data is **not large enough**	- Capacity
82a	S	From the language is **not to easy understand.** *Sudah pak.* (Enough, Sir)	- Capacity
15b:	S	*Tapi rata rata artikel di Indonesia seperti itu pak* (But **the average article in Indonesia is like that,** Sir)	- Propriety
21b	S	*menurut saya dijurnal jarang ada* **"I"** (I think, **in journals rarely use the word "I"**)	- Tenacity
12c	S	*Si autornya tidak menjelaskan antara gap artikel dia dengan artikel sebelumnya* (The author **didn't explain the gap between his article and the previous article**)	- Capacity

Based on the first quotation (20a, 82a, 12c) Students express their feelings to evaluate an article being discussed. He mentioned some of the shortcomings of the articles that he had studied. This was intended to evaluate in the future if they wanted to make articles that were better than some of the examples that had been studied. In clauses, 15b, 21b, students have an opinion regarding articles in Indonesia that rarely use the word "I" in their discussion.

Based on the first quotation (20a, 82a, 2c, 12c) Students express their feelings to evaluate an article being discussed. He mentioned some of the shortcomings of the articles that he had studied. This was intended to evaluate in the future if they wanted to make articles that were better than some of the examples that had been studied. In clauses, 15b, 21b, students have an opinion regarding articles in Indonesia that rarely use the word "I" in their discussion.

POSITIVE APPRECIATION

TABLE 4. Positive Appreciation of Student Talk

Clause	Speaker	Excerpt	Appr
88a	S	*Ok pak udah mengerti* (ok Sir, **I understand**)	+ Composition
85b	S	*Paham pak* (**Understand, Sir**)	+ Composition
96b		*yang gampang aja Pak.* (Whatever is **easiest**)	+ Composition

From quotes 88a, 85b students express their evaluation in terms of understanding after the teacher explains something. This purpose means to inform the teacher that what has been explained by the teacher is clear. This purpose is intended to inform the teacher that what has been explained by the teacher is clear. it is in line with (Martin & White, 2005) who state that a positive appreciation of Composition can be in the form of understanding. As for the last clause (96b) Students negotiate with the teacher regarding assignments for UAS, here students offer easy assignments.

In the next section, students describe negative evaluations as exemplified in the excerpt below:

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ATTITUDINAL RESOURCES IN TEACHER TALK

The dominant attitude device found by the teacher is Affect. The way teachers and students express their emotional reactions shows their aspects and their relationships through the choice of language.

The examples below illustrate the analysis of affect category on teacher talk in positive way.

POSITIVE AFFECT

TABLE 5. Positive Affect of Teacher Talk

Clause	Speaker	Excerpt	Aff
31a	T	*oke good. jadi kalian harus banyak menanya* (Ok good. so you **have to ask a lot**)	+ Inclination
32a	T	Any question so far? *Apa ada yang ingin ditanyakan. Ayo aktif* (Is there anything to ask. **Let's be active**)	+ Inclination
83a	T	*ini hanya referensi saja fazri tidak usah bingung menggunakan ini* (This is just a reference, Fazri **doesn't need to be confused** about using this)	+ Inclination
1b	T	*sesuatu yang eye-catching tapi sesuatu yang kita rasakan kita pahami* (something eye-catching but something **we feel we understand**)	+ Happiness
1b	T	*Jadi kalau research itu tidak perlu sesuatu yang teks yang bombastis* (So if the research does not need something **bombastic** text)	+ Inclination
36b	T	*Makanya Kita itu penting berpikir kritis seriously* (That's why it's important for us **to think critically seriously**)	+ Inclination
52b	T	*itu teori saja, jangan khawatir. Ini kalau misalkan skripsi itu untuk orang. bab 4 bab 3 bab 2 itu sama-sama kalau kita itu bisa menulis bisa focus* (That's just a theory, **don't worry**. The script is for people. Chapter 4, chapter 3 and chapter 2 it's the same if we can write and we can focus)	+ Inclination
91b	T	*yaudah kalo bingung tinggal tanyakan, Yang mana bingungnya?* (**okay, if you're confused, just ask, which one is confused?**)	+ Inclination

From the example above, it can be seen that the teacher always tries to build a good atmosphere through positive interactions to foster learning motivation, provoke students' encouragement in asking questions, encourage students to be active and also think critically. In clauses 31a,32a the teacher encourages students to be active by asking questions so that there is a warm interaction and an active class atmosphere. It is in line with what (C & Lockhart, 2007) state that Feedback is an important aspect of the teaching and learning process, it is used to let students know how well they have performed to increase student motivation and to build a supportive classroom atmosphere. In addition, in clauses 83a, 91b the teacher advises students not to be confused by offering to ask questions to get away from problems in class. In addition, in the rest of the clauses 1b,1b,52b,36b the teacher is encouraging how to do easy research. He tries to convey to his students that doing research is not difficult and tries to encourage them to think critically. It is in line with what (Yanfen & Yuqin, 2010) who stated that Teacher Talk plays a crucial part in classroom interaction, as it can enable students to better understand and motivate them to be more active during a course of learning.

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NEGATIVE JUDGEMENT

TABLE 6. Negative Judgemnt of Teacher Talk

Clause	Speaker	Excerpt	Judg.
9a	T	*Jadi bukan berarti kita nyomot atau ngambi atau copy paste dari google* (So it doesn't mean **we copy and paste from google**	- Veracity
11a	T	*Kalo misalkan bahasanya kurang dimengerti kita kurang baca ya* (For example, if the language is **not understood, it means that we are not reading enough**)	- Capacity
105b	T	*Kurang jelas,* **kurang jelas suaranya, kecil.** (the voice is not clear,)	- Normality

In addition, the teacher also showed a negative assessment of student behavior when delivering material, not demeaning students' personalities but an effort to straighten out their intentions and provide understanding. Clauses 9a, 11a show that the teacher criticizes the students when expressing their opinion, which according to the teacher is not appropriate. In clause 105b, it shows that the teacher criticizes students when they ask questions because their voices are not audible (disjointed). It is in line with what (Gharbavi & Iravani, 2014) state that when they criticize their students, teachers should be careful to make comments and not to damage their feelings or hurt their behavior.

POSITIVE APPRECIATION

TABLE 7. Positive Appreciation of Teacher Talk

Clause	Speaker	Excerpt	Appr.
23a	T	Ok **good,** *Ada pertanyaan yang lain?* (Any question?)	+ reaction
32a	T	Ok **good**	+ reaction
71a	T	Ok **thank you** izan.	+ reaction
99a	T	*Itu* **lumayan filmnya bagus,** *kalo ada free time silahkan tonton itu di kelas enteurpeneur* (It's a **pretty good film**, if you have free time, please watch it in the entrepreneur class)	+ reaction
99a	T	**this is the real enteurpeneur** *di film ini* (this is the real enteurpeneur in this film)	+ Valuation
1b	T	*kalau orang-orang Jepang itu setiap hari melakukan riset, orang Cina itu melakukan riset* (the Japanese do research every day and the Chinese do research too)	+ Valuation
6b	T	*itu pemikiran di Jepang di Cina di luar negeri itu selalu dilakukan research* (that's the thinking in Japan and China. Abroad, research is always done)	+ Valuation
6b	T	*Saya suka sekali melihat, orang-orang Indonesia akan menciptakan sesuatu contohnya alat tes covid* (**I love seeing** Indonesian people create something, for example a covid test kit)	+ reaction
6b	T	*Biayanya murah cuman Rp20.000 sekali test.* (**The cost is cheap, only Rp. 20,000 per test.**)	+ reaction
86b	T	*Oke bagus,*(Ok, good)	+ reaction

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The teacher also demonstrated a good ability to provide meaningful feedback to students by praising their efforts in completing assignments and praising others to motivate students. In clauses 23a, 32a, 86b, Appreciation is manifested through the adjective 'good'. The sentence implies that the teacher responds to the students' answers correctly. It is used to confirm the truth by stating that the teacher likes the answer. According to (Cowie, 2005) state the use of oral feedback can have a positive and negative influence on the feelings of the pupils. Ran and Danli (2016) state that positive feedback is crucial because it supports the student and inspires the student to continue, especially for praise by saying "good, excellent, yes, and ok". In addition, in clauses (99a,99a,1b,6b) the teacher often expresses value evaluation words in his view. This strategy often occurs in the classroom because the teacher must encourage and encourage them so that they can be motivated in the future.

NEGATIVE APPRECIATION

TABLE 8. Negative Appreciation of Teacher Talk

Clause	Speaker	Excerpt	Appr
83a	T	*karena dulu itu flashdisk mahal* (because in the past it was flashdisk is **expensive**)	- Reaction
22b	T	*Nah itu orang Indonesia paling. nggak pede berarti.* (Well, means that Indonesians **are the least confident.**)	- Reaction
32b	T	"I" *aja udah, kalau the reseacher itu berarti kita nggak pede.* ("I" is enough, if the researcher means that we **are not confident.**)	- Reaction

In addition, the teacher also uses negative conversations for several emotional reactions (comparisons) in conversations in online classes which can be seen in clauses 83a, 22b, 32b. Through this, the teacher compares a quality to an item such as the use of genose as a tool for checking covid-19 which is cheap with an antigen that is expensive, this shows an emotional reaction that evaluates the quality of an item.

THE CONTRIBUTION OF STUDENT AND TEACHER TALK IN TERMS OF APPRAISAL ANALYSIS

In a process of character education, the environment has an important role in the formation of students. A good environment is likely to have an impact on students both by what they see, feel, and participate in. Such an attitude will make someone articulate because they always take the opportunity to speak in every activity, such as discussions of other activities. In the learning process, there are several interactions, both interactions between students and teachers, interactions between students and students, interactions between students and learning materials, as well as interactions between students and learning media intended to shape speaking behavior and develop speaking skills based on character values. (Character Education). The emergence of these character values can also be found when students are in school as a result of character planting by the teacher. There are several findings that the researchers found, namely: a sense of curiosity, sense of communicative, sense of responsibility, sense of respect for achievement, sense of honesty, and sense of independent.

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Excerpts from interactions during the learning process can be seen below:

Excerpt 1

2 c.   S : . *Kalau salah tolong dikoreksi Pak [Positive Affect: Inclination] jadi ada kalimat disini seperti ini…….* If I'm wrong, please correct it sir **[Positive Affect: Inclination]** so there is a sentence here like this…

The Excerpt above shows that in this core learning activity there are several kinds of student interactions, both interactions with teachers, interactions with fellow students, and interactions with learning materials. In this interaction, students' words that reflect character values during this core learning activity, such as Students in clause 2c students ask the teacher to correct if there are errors during presentations, this shows that students reflect the character values of curiosity. It is in line with what (Handoyo & Suparno, 2018) state that when someone is curious about something, he will find a way to obtain the information he seeks. For the pupils who are learning, this inquiring nature is crucial.

Excerpt 2

90 a   S   : *ok pak udah mengerti* [Positive Appreciation: Composition] (ok sir, I understand **[Positive Appreciation: Composition]**)

Excerpts of interactions that occur in the above activities are referred to in clause no. 90a above is in the form of understanding. Some students began to look confused regarding the format in the background study, some even asked questions. After the teacher explained again, the students began to understand. Students also seriously pay attention to the teacher's explanation so that he immediately understands. The researcher considered that there was progress in the process of student interaction in learning. This shows the reflection of the character values of self-confidence, curiosity or love of knowledge, responsibility, and reasoning.

Excerpt 3

115 b S   :*Ya Pak terima kasih Pak* [Positive Affect: Happiness],Yes,Sir. Thank you **[Positive Affect: Happiness]**

In clause 114b students ask questions because they feel it is not clear, then the teacher gives answers related to questions. In clause 115b, students appreciate the teacher for giving clear answers, so students show an attitude (curiosity, respect for achievement). This is in line with (Muhtar & Dallyono, 2020) Teachers fulfill their responsibilities through assisting in the development of some pupils' characteristics (psychomotor, cognitive, and affective).

Excerpt 4

16 c   S   :*saya sih not yet.* [Positive Judgement: Veracity] **(I haven't worked [Positive Judgement: Veracity])**

25 c   S   : *Oke Pak Iya Pak emang butuh waktu diskusi* **[Positive Judgement: Capacity]** (Okay sir, it takes time for discussion [Positive Judgment: Capacity])

26 c   T   : *Iya, dong. Harus diskusi.* **[Positive Judgement: Propriety]**   *Ada lagi nggak nih? Siapa nih yang belum Lia, Adinda silakan yang mau* sharing? (Of course, yes. Must have a discussion. [Positive Judgment: Propriety] Is there anything else? Who hasn't Lia, Adinda, please sharing?)

The Excerpts above can be stated that there are several kinds of student interactions that occur during the preliminary activities, namely interactions with teachers and interactions with fellow

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students. The interaction includes student words that reflect character values, such as in clauses 16c, 18c and 19c students try to reveal the answers as they are when asked by the teacher regarding their project assignments in entrepreneurship courses (confidence values and honest values), and in clause 24c the teacher asks all students to be given time for discussion in the entrepreneurship class and students obey to discuss even without the presence of the teacher this is included in (the value of being responsible and independent). It is in line with what (Murphy et al., 2009) state that Discussion approaches give prominence to interrogating the speech in search of the underlying arguments, assumptions, world views, or beliefs.

CONCLUSION

Based on the findings above, it can be concluded that the most dominant type of attitude system in online classroom interactions used by students is Judgment. Meanwhile, the most frequently used source of attitude by teachers is Affect. It shows that the way teachers and students express their emotional reactions shows their aspects and their relationships through the choice of language. Therefore, opportunities for teachers to express thoughts, opinions, and attitudes from communicating can reflect their personality value systems, build a positive atmosphere, maintain interlocutor relationships, and regulate discourse in the online classroom. This study relates that students and teachers interact that creates a reciprocal relationship that can represent the character of education in terms of assessment analysis. It is very important for students and teachers to understand every word that is expressed that contains meaning in every conversation.

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