The Distinct Types of Diction Used by the EFL Teachers in the Classroom Interaction

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Abstract: *Proper vocabulary or diction is concerned with choice of word used in conveying a thought, how forms groups of proper words or use the proper expressions and the proper style in each situation. Diction in speaking is being a difficulty for English teachers in the classroom interaction. Especially for beginners, English teachers, some of them are ignorant of choosing proper/right vocabulary in describing and explaining materials in teaching or use English to give some instructions. Therefore, the purpose of this study is to identify the kinds of diction that teacher commonly uses in EFL classroom teaching interaction. This study employed qualitative research design and applied discourse analysis method particularly conversational analysis in analyzing the teacher's utterances. The participants of this research were two English teachers and the students at SMPN 2 Lembang, Pinrang, Indonesia. The teachers were observed while the data were collected using observation report, audio recording and interview. This study identified the teachers mostly used informal diction or word choice in teaching such as colloquialism, dialects and slang while formal diction appeared as very formal, semi-formal and less formal. The EFL teachers produce couple frequently words regardless the meaning and the structure to communicate with the students. Also, the teachers speak Indonesian and local language much more than English in the class considering the student level and interest which is poor. This research certainly provided couple of positives in order to know how to use appropriate diction to achieve better quality in teaching classroom interaction by the EFL teachers as in ESL.*

Keywords: Distinct types, diction, classroom interaction, EFL teachers

1. Introduction

Nowadays, communication in the English Foreign Language (EFL) classroom has been a complex issue which is generally discussed to classroom interactions and activities. Van Lier (1996, cited in Walsh, 2006) states considering a foreign language teacher is eager to be effective teacher, interaction is a must to be considered as the most significant matter in the Second Language Acquisition (SLA) curriculum. Hence, a prominent English teacher is obviously recommended to rehearsal to improve second language classroom and publicize learning process for executing it. There is couple of ways in which teachers or English instructors could certainly affect the learning through their own election of language as well as their interactional decision making indeed.

Every EFL teacher does not only understand classroom communication but also improve second language classroom and promote learning for performing it. Less than a decade, English as Second Language (ESL) textbooks have been modified and changed frequently in Indonesia; however, it finds no outstanding developments have occurred in the second language learning. This is factual reality that merely changes the conversational textbooks of increasing academic knowledge for the teachers is not adequate for the betterment of teaching and learning capacity.

In Indonesian context, couple of English teachers deliberately or not, create opportunities for the learner's improvement since their use of language and pedagogic purposes coincide with each other. Occasionally, in EFL classroom interaction, however the teachers do not comprehend how to facilitate learners' engagement by constructing a context in which student involved. Some teachers seemingly impede interaction and build student involvement. Several of them could not control the use of language, could not match the pedagogic and linguistic target. Therefore, the teachers cannot optimally exaggerate learner engagement which is conducive as well as conductive to foreign language acquisition exactly.

Moreover, it is inevitable to be known because speaking not only focus in utter thoughts or idea but also focus in thinking words that the English teacher will express whether is suitable for particular/general situation or not. Hence, diction in speaking is being a difficulty for English teachers in the classroom interaction. Especially for beginners, English teachers, some of them are ignorant of choosing proper/right vocabulary in describing and explaining materials in teaching or use English to give some instructions. They just memorize vocabulary as much as they can but never take into account for how to use this vocabulary in their classroom teaching. Furthermore, for instance; (study case) when a teacher wants to instruct the students to put tables in the stated place or position, most of them will say "Could you *arrange* these tables?" They use the word of "*arrange*" not "*set*". Actually, both of these words (*arrange* and *set*) have same meaning but different in using it. So, the right word that is right used in this context is "*set*" (could you *set* these tables). More example, ("*Accept* and *Receive*") both of them are same meaning but different use. *Receive* used if one takes something in concrete form and *accept* is used if they take something in abstract form. Those are some errors which are commonly done by teachers and in fact, those are used in teaching toward medium of instruction without considering several aspects of pedagogy.

2. Review of Literature
a) Definition of Diction
To begin with, Hornby (1974) as in Oxford Advanced Learner's Dictionary of Current English Diction is choice and use of words; style or manner of speaking and writing.

Moreover, Gorys Keraf (2001) declared that there are three primary conclusions as to diction. Firstly, diction includes a sense about which word used in conveying a thought, how to agglomerate the right words and use the right expressions, and what the best style used in a situation. Secondly, diction is the ability in groping the right form in adaptability of situation and ethics being achieved by society or hearer. Thirdly, the right and suitable word choice is only achieved by having a large number of vocabularies. While vocabulary means that an entire word being had a language.

Based on the definition above, it could possibly be highlighted that Diction is concerned with the selection of words that should be used to convey thought or about how to use words appropriately in sentence. In this research, it focuses on searching for formal diction and informal diction or word choice only.

b) Kinds of Diction

There are two kinds of diction: formal diction and informal diction. Formal diction is a choice of word which shows a dignity or seriousness to the other people. To show more respectfully to someone, the people will use formal word choice and it is usually used in formal situation such as, educational or business. While, Informal diction is a word choice applied in non-formal or non-official situation. It is suitable when a person with closed friends or family. In this research, it only focuses on researching for formal diction.

c) The Role of Diction in Teaching

Diction is the choice of word in speaking or speech. It is really prominent thing to be known by use of language. Since without having the right or proper diction in doing conversation, we will be misunderstanding and devastating effect in comprehension of meaning. Therefore, that is really important to use the right choice of word and the right structure of sentence in speaking so that the quality in communicating English can be got more improvement and is not used as a way of communicating in Pidgin English.

Furthermore, within learning speaking, Kaharuddin (2014) the English users need to recognize that speaking actually requires three major areas of knowledge: (1). the knowledge of how English is organized (mechanics). English users need to know about using proper grammar, vocabulary, and pronunciation. (2). the knowledge of how native speakers use English (social and cultural rules). Speaking English is not only about using proper grammar, vocabulary, and pronunciation but also about understanding the culture and public behavior in which it is spoken and understanding how to take into account who is speaking to whom particularly in what circumstances, about what, and for what reason. (3). the knowledge of how to communicate in English (function). English users need to know how to take part in English communication, for example how to plan what you say in English, how to take turns in a conversation etc.

d) Senses Relations

In English language, people could easily identify the relationships between words; after understanding and learning the sense relations of synonymy, hyponymy, antonym, and the other types of relations. But in this research, the researcher will only focus on searching for synonym greater depth.

There are three degrees of synonymy; absolute synonymy, propositional synonymy, and near-synonymy. Firstly, Absolute synonymy refers to complete identify of meaning, and so for the notion to have any content we must specify what is to count as meaning. Here a contextual approach will be adopted, according to which meaning is anything which affects the contextual normality of lexical items in grammatically well-formed sentential context. Next, Propositional synonymy can be defined, as its name suggest, in terms of entailment. If two lexical items are propositional synonyms, they can be substituted in any expression with truth-conditional properties without effect on those properties. Put in another way, two sentences which differ only in that one has one member of a pair of propositional synonyms where the other has the other member of the pair are mutually entailing. he borderline between propositional synonymy and near-synonymy is at least in principle clear, even if decisions may be difficult in particular cases. The borderline between near- synonymy and non-synonymy, however, is much less straightforward and it is not obvious what principle underlines the distinction.

e) Context in Linguistics and Non-Linguistics

Linguistics context is relation between one element of language and another element of language. Linguistics context is concerned with the relation of word, phrase, and sentence as well as the relation of sentence in discourse.

Besides, non-linguistics context include two matters; relation between word and event/ situation, relation between language and society or social context. In social context is prominent thing in using word or language. Language that we use is not only caused by linguistics problem but also caused by social problem (Non-linguistics). Especially, Social context is really important to be known also, because to make our conversation with other people smoothly, we must be able to adapt with the social status of people.

f) Accuracy of Choosing Word (diction)

Generally, in way of speaking we should be able to differentiate between denotative and connotative. When the process of speaking is required us to convey something emotionally, we have to use connotative meaning and denotative is vice versa. Then, we should be able to distinguish between particular words and general words. If we use general word, we should annotate such as a brief explanation or more specific explanation about the general word that is used. For instance; the general word of "vegetation", it still needs more explanation about it, what kind of vegetation that we mean here. In comparison with particular word, it need not.

3. Method

This study applied qualitative research design which implemented discourse analysis to collect, identify, analyze and interpret the data that ongoing flow of communication. Discourse refers to more than just talk.

This particular study focused on the communication between EFL teachers and learners at SMPN 2 Lembang, Pinrang, Indonesia. This research had referred to all English teachers for English course in that secondary school which were three respondents.

The data were gathered through instruments: observation and interview. The ways of use the instruments; firstly, attending the school and observed as well as taking a note to the EFL teachers at SMPN 2 Lembang, Pinrang when the teachers were teaching in which the writer provided a classroom observation report for both EFL teachers taken during classroom interaction.

Another step was the researcher certainly decided the EFL teachers" types of diction used in teaching taken from audio recordings for 3 meetings. Then, each English teacher was interviewed. While interview ongoing, the writer brought forward some questions to the teachers to find out about their feelings and difficulties in using right diction (focusing on synonym) in teaching or some other types of word choice.

Finally, the 6 students were interviewed taken randomly from a wide range students in the school taught by the English teachers investigated. The aim of this stage is to fortify the data in accordance with what the teachers did in the class and commented on the interview. Indeed, this interview is exceptional to contribute toward the validity of this study.

The collected data in the form of observation and interview result were analyzed through couple of steps. The data from interview has been firstly transcribed and certain parts of the statements have been translated into English. Meanwhile, the technique of data analysis that was used to analyze the data was based on Miles and Huberman (1994) data analysis: data collection, data reduction, data display and conclusion drawing and verification. Finally, a conclusion in qualitative research is a new finding that has not previously exists. The findings may be a description or picture of an object that is previously unobvious, so that after investigation it become clear so the conclusion of this research can be causal or interactive, or hypothesis or theory.

4. Result and Discussion

Being collected all the data recordings, then the data were transcribed all the data and labeled for each inappropriate word (word choice), grammatical error, misspell and mispronounced word that are uttered by the teachers.

The findings below are composed by couple of extracts which is split into three main activities in the classroom interaction. They are opening, main and closing activity. This can clearly be seen in the following extraction which is divided into opening, main and closing activity. Hence, this chapter initially presents the words used by the teachers in terms of types of diction occurred in the classroom interaction.

Transcribing the data taken from the teachers, the writer analyzed the kind of diction used by two EFL teachers while teaching. It is found that the teachers uttered using the following two fundamental types of diction in the classroom interaction:
a) Formal diction refers to language for formal occasions which often contain complex syntax and sophisticated words as well as language used in the textbook.
b) Informal diction indicates the style of language used in everyday life which may consist of colloquialism, contraction, slang, jargon and dialect.

These types of diction are most likely to appear in the classroom interaction. There is no another type of diction found because the teachers interacted with the students mostly used Indonesian. However, regarding informal diction in which the most frequently used words contain colloquialism, contraction or jargon emerges upon the teachers" utterance even it is ungrammatical, mispronounced or misspell. Particularly, the detailed data description can clearly be seen as follows:

1) Formal Diction
This kind of diction might appear in the opening and the closing activity. Thus, these following extractions illustrate the words used by two EFL teachers toward sophisticated word and complex sentence usage whether appropriate or inappropriate as well as grammatical or ungrammatical with the error pronunciation whilst teaching. However, this study found three kinds of formal diction in the classroom interaction. It is considerably mentioned as: very formal diction, semi-formal diction and less formal diction. This can be illustrated in the following extractions:

a) Very formal diction
Extract 1
T: *Yeah fine..Ok, mmm,,Today we **will discuss about** how to ask information, ammm, I think..eehh, everyday you have ehhh everyday..you always get information, and then, today we **will discuss about** it, now, eee **there is expression** to ask information*. Ada ungkapan meminta informasi ehhm there is aahh expression, for example eehh if you want to know what is, what is the **name** of **the other people**, bagaimana supaya tahu namanya temannya ato apa, orang lain,. I think there is **pression [expression]** you use, what is your name, iyye. Jadi kalau ingin meminta informasi you have to use, ahhh, what is your name ahh, the respon, the respon what is your name..ahhh, my name is? Bla..bla bla.. ok, and then, eeee the other expression, ungkapan lain, the other expression is.. if you want to… if you will go to **the other** place, jika kamu ingin ke tempat lain, and then you don"t know how to.. get it kamu tidak tahu bagaimana **mendapatkannya** so, ehh, you have to ask **the other people**, how to get the place ohh, for example you will go to the kantin [canteen], kamu ingin ke..?
Ss: Kantiinnn.

Teacher A, recorded on November 3rd, 2016, 9:39 AM
<u>Analysis of Extract 1</u>
Regarding extract 1, the teacher tends to speak English rather than Indonesian in the class in order to make the learners accustomed to English. However, this is considered

as a very formal diction used in TEFL in which some words indicate the use of uncommon words and error pronunciation. The opener used by the teacher revealed grammatical words and proper discourse markers. Thus, this study claims that very formal diction is a word choice uttered in a formal situation that is classroom interaction with no ungrammatical words and sentences. However, the use of correct article must be introduced to the students, the words **there is (an) expression** is more appropriate to say the definite terms. Then, the word order or phrase should be correctly produced so that the student could simply understand such as **the name of the people** which is simpler to say as in **the people's name**. On the one hand, the teacher sometimes pronounces the words incorrectly even its spelling. The word **name** /nem/ is supposed to be /neIm/ whereas **pression** which teacher means **expression.**

In the interview session, the teacher affirmed that she seldom checks the word spell in the dictionary and she is more likely to help the students understand the today's course not the language used in the class. Hence, the errors may appear frequently.

b) Semi-formal diction
Extract 2
T: *Yah, ok, mm,,today **we will study about prosedur text**… **prosedur text**, what **is the meaning prosedur**? Apa? Apa? Hah? Raiyse your voice! Apa itu prosedur? Membaca? The other? Yang lain. Ahh, ok, **prosedur text are part of our daily life**,* ehh prosedur text adalah bagian dari kehidupan kita,,aahh, prosedur text tell us how something is done ***through*** steps or actions. Jadi, ehh, prosedur text itu adalah bagian dari hidup kita kenapa karena prosedur text adalah menjelaskan bagaimana how to .. how to make something bagaimana membuat sesuatu **or how to done something** atau bagaimana melakukan sesuatu, ***understand***?
Ss: Yes.

Teacher A, recorded on December 6th, 2016, 8:52 AM
<u>Analysis of Extract 2</u>
On this extract 2, it is found some grammatical error words which are taken into account as a semi-formal diction in a conversation. Accordingly, this study found that semi-formal diction is the word produced with fewer mistakes particularly the structure and inappropriate meaning. For instance, in this case, the words **prosedur** which is pronounced similarly in Indonesian was intended to mention in English. The teacher did not ensure the course material before explaining. The textbook even provide those terms into **procedural text or procedure text** which is structurally correct in the phrase. This word was also mispronounced. Subsequently, the words structure as in **prosedur text are part of our daily life** is totally error which is supposed to be **procedural text is a part of our daily life.** Subject verb agreement and article must be prioritized while demonstrating the materials. Furthermore, the word **through** that the teacher pronounced /trokh/ should be /θru/. Unfortunately, the teacher never realizes it and takes into account to do self-correction. **How to done something** which is more frequently produced by the teacher is incorrect. It should be correct as mentioned **how to do something.** Again, the teacher thought she was

correctly pronounced. Lastly, the expression **understand** seems like a statement not a question. The teacher should say "**do you understand?"** or saying it with rising intonation in a single word.

The teacher emphasized that she is rare to introduce the students for new words. Also, the teacher does not spend more time to discuss the word formation. The teacher acknowledged that it made her vocabulary mastery decreased.

c) Less formal diction

Extract 5
T: Ok..ok..attention please.. iyya..iyya.. don't be **noise** please, tidak ada yang ribut, ok.. ahh.. **just now we have study.. about** % the expression.. to ask information.. so I think, so I think.. **you have capable ask information to another people**, yah.. I think enough for today.. mmmmm I say assalamu alaikum wr.wb.
Ss: Waalaikum salam wr.wb.

Teacher A, recorded on December 6th, 2016, 9:08 AM
<u>Analysis of Extract 5</u>
Extract 5 is a closing conversation between the teacher and the learners. However, several inappropriate words mentioned. This identifies that the teacher used less formal diction in this study. A less formal diction is lacking of the usual positive meaning of the words used in TEFL. The teacher ended the class using a less formal language in order to deliver deep processing and relationship to the students. As usual, the grammar usage as in *just now we have study* which should be attentive to well-pronounced past participle word. It should be *studied* /stʌd.id/ not study. Pronouncing past participle on regular verb must be clear in order to introduce those verbs to the students as well as the use in sentence or speaking. Similarly, misused word is **capable** as she uttered in *"you have capable ask information to another people"* which supposed to be a noun **capability.** The word choice is also considered the word formation and word class.

2) Informal Diction
Regarding informal diction, it is found that the teachers communicated with the students in the main activity that is elaborating, instructing or exemplifying the materials. Colloquialism, contraction, slangs, dialects and errors within structure and pronunciation are considered as an informal language used by the teachers due to interact deeply to the students to achieve a meaningful learning. Thus, it can be seen through the following extractions in the main activity from both EFL teachers.

a) Colloquialism
Extract 12
T : But.. you don't see or you don't know how to get it, kamu tidak tahu bagaimana ke kantin. So.. you have to you use the **ekspression [expression]**.. ask information, ohh for example, excuse me,,ehh.. could you tell me how to get the canteen from here. Permisi saya ingin ke kantin. Bisakah kamu menjelaskan ke saya bagaimana menuju ke kantin. And then, the response, respon nya, Okay, I will tell you how to get the canteen, Ok saya akan menjelaskan bagaimana mendapatkan kantin **from here**. Iyya,

bagaimana mendapatkan kantin dari sini. Mmm.. the first, kantinnya disana yah?. The first, you have to pass in front of the library, and then **trun left, trun left**, and then, you will get the parking area, and then in the parking area, you will get a class, and.. the canteen.. it is behind the class. Dia berada di belakang kelas.
Ss: Kelas.

Teacher A, recorded on December 6th, 2016, 9:08 AM
Analysis of Extract 12
The word is incorrectly pronounced in extract 12 which is produced by the teacher /**ekspresion**/ should be /ɪ**kspreʃ. ə n/.** This word sounds familiar in Indonesian context but in this case, the teacher is required to produce the words well as an English language. Next, misspelling or mispronounced occurs when the teacher tries to elaborate the material by mentioning word **turn** becomes **trun.** In English this word does not have meaning. Carelessly, the teachers kept going to explain her lesson with the mistake she made. This is called colloquial expressions which are nonstandard. The words are usually produced according to the regional ways of using language

b) Dialects
Extract 18
T: **Finish?**.. Office.. Library.. Anita.. sini.. iya.. in the paper… di kertas yah..di kertas..
Ss: (Keep working).

Teacher A, recorded on November 3rd, 2016, 9:39 AM

Analysis of Extract 18
This extract 18 illustrates the use of words in daily conversation. The word *finish* stands alone could be a verb in a statement but could be a question addressed to the students. With rising intonation, the teacher asked by appealing such word. In this case, however, the teacher does not have use this expression so often. Also, this word was pronounced into Indonesian standard which is considerable to be dialects. Within this study, dialects mean a distinct type of a language used in a particular geographical area or by a particular group of people. Dialect might be different from the standard variety of that language based on its vocabulary, syntax, and pronunciation. Though, it is suggested that once in a while the teacher should produce the word in a sentence completely in order to show a good English spoken language for example; *have you finished?* This sentence would be meaningful.

c) Slang
Extract 52
T: Siapa yang tahu apa itu get well card? Get well card nah.. get well card ini adalah ketika kita ingin mengirimkan ehh ucapan kepada seseorang yang sedang sakit.. lekas sembuh.. biasanya kalo disingkat **GWS..** get well **son** [soon]. Lekas sembuh.. ahh misalnya ada teman kita sakit ingin kita kirimkan sebuah kartu makanya itu dinamakan adalah get well card yah isinya tergantung you just say ehh.. **get well son friens [friends]** lekas sembuh teman, yah like that, the next ehh congratulation card.. congratulation card.. who knows congratulation card?
Ss: (Silent).

Teacher A, recorded on December 6th, 2016, 8:52 AM
Analysis of Extract 52
In this extract, the term "GWS" is taken into account as slang word. It means that an informal, nonstandard form of language that consists of newly created and rapidly changing words and phrases the mispronunciation is a general feature to the teacher that might mislead the students. It is recommended to be well-introduced to the learners. However, The word **soon /su:n/** is pronounced soundly **son /sʌn/** which is totally different. Next, a word **friends** is spelt in Indonesian standard that is fren which is exactly informal in addressing example to the students whilst explanation and material elaboration.

Those extractions demonstrate that the EFL teachers used English for current moment such as defining or giving examples. Elaboration and instructing or commanding has to be well-addressed to the students so the teachers mostly speak Indonesian. However, code mixing is occasionally used to help the learner understand certain words uttered by the teachers. Undeniably, some ungrammatical spoken language and mispronunciation occurred when the teachers taught. Therefore, it is necessary that teachers should provide an interesting topic to discuss and supported learning media to enhance the learners" interest in learning English.

This current study indicates how the EFL teachers interact and communicate with the learners in the class. Regarding the classroom interaction, the teachers were being analyzed through discourse analysis specifically conversational analysis within teacher talk. Teacher talk involves Phonological Analysis, Morphological Analysis, Syntactical Analysis and Level of Politeness. However, the study presents the diction or word choice used by the teachers during teaching-learning activity which may emerge to those four aspects of teacher talk. Among several types of diction, this study focuses on two main types of diction based on the findings proposed by Hasa (2016). They are formal and informal diction. Diction is the choice of the words or the style used by the speaker or a character. For instance, formal diction may be used in formal settings such as conferences, academic presentations, etc. whereas informal diction is used in everyday language. Hence, diction can be classified into different types apart from the two. Those are colloquialism, slang, dialects, jargon, abstract and concrete diction, pedestrian and pedantic diction as well as literal and figurative diction.

Turning now to the classroom interaction teachers tend to use informal diction or word choice in order to be more flexible and relaxed while communicating with the learners. Using formal diction is commonly rare due to avoiding the misunderstanding and complexity of the material instruction toward the learners. Gorys Keraf (2001) declared that there are three primary conclusions as to the word choice. Firstly, diction includes a sense about which word used in conveying a thought, how to agglomerate the right words and use the right expressions, and what the best style used in a situation. Subsequently, diction is the ability in grouping the right form in adaptability of situation and ethics being achieved by society or hearer. Furthermore, the right and suitable word choice is only achieved by having a large

number of vocabularies. While vocabulary means that an entire word being had a language which provides word classes and functions. Putting it simply, the teachers should mind the language in use in order to deliver the message thoroughly. Using formal and informal words rely on the context where and when the teachers are performing the classroom activity as long as the aids are achieved and meeting up with the course objectives. As a result, this study found the various types of formal and informal diction respectively. Formal diction is split into very formal diction, semi-formal diction and less formal diction. Meanwhile, informal diction is spread out into colloquialism, dialects and slang.

5. Conclusion

This paper investigates the type of diction or word choice uttered by the EFL teachers in the classroom interaction. It is most likely that the teachers used the informal words rather than the formal vocabularies. It is due to the teachers prioritize the exercise on the textbook than doing interactive activity among the students. However, this study contributes to the distinct types of diction. Formal diction is spread out into very formal, semi-formal and less formal. Meanwhile, Informal diction is split into three typical terms; colloquialism, dialects and slang. Therefore, the teachers produce couple frequently words regardless the meaning and the structure to communicate with the students. For upcoming research, it is strongly suggested that the research is not only limited to the interaction between teacher and students, but it can also be done to analyze the interaction among students.

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