

# Investigating the Use of Word Choice and Students' Achievement in English Language Learning

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## Abstract

This study investigates the correlation between teachers' word choices and student learning outcomes in an English as a Foreign Language (EFL) classroom. This study highlights the importance of teacher word choice in language acquisition, noting the gap between theoretical understanding and practical application. The study employs qualitative research methods, including classroom observations, interviews with teachers and students, and data analysis techniques, to explore the impact of teacher word choice on student comprehension. The findings revealed that teachers' word choices can significantly affect classroom interaction and student understanding. Inappropriate word choices, such as the use of overly complex vocabulary or unclear explanations, can lead to misunderstandings and hinder student learning. Conversely, the use of simple, clear, and contextually relevant languages can facilitate students' comprehension and improve learning outcomes. The study concludes by emphasizing the importance of teacher training in effective language use and selection of appropriate vocabulary to enhance student learning in EFL classrooms. These findings underscore the critical role of teachers' language awareness in creating an effective learning environment. Teachers should be encouraged to reflect on their word choices and adapt their language to match their proficiency levels and learning needs. Incorporating explicit vocabulary instruction and providing opportunities for students to engage with new words in meaningful contexts can enhance their overall language acquisition and academic performance.

**Keywords:** EFL, English teacher, discourse analysis, word choices

## 1. Introduction

English as an international language plays an important role in various aspects of life. Good English language skills can open up wider opportunities, both in continuing studies to a higher level and in the work world. According to Krashen (1985) in Cruse (2000), English language skills can have a positive impact on students, such as opening up opportunities for students to study abroad and academic literature (Hulu et al., 2023). Therefore, mastery of English is an important goal of school learning. Teachers, as learning facilitators, play a crucial role in students' success in learning English. One important aspect of the English learning process is the teacher's choice of the correct word. Deci & Ryan (1985) in Bruner (2006) emphasized the importance of the role of teachers as facilitators who create a supportive learning environment and the right choice of words and communication by teachers can facilitate student understanding and increase learning motivation (Lumbangaol et al., 2024). The correct choice of words can make it easier for students to understand the material, increase learning motivation, and ultimately have an impact on student

learning achievement. The choice of words used by teachers in the English learning process has a significant influence on students' understanding. Simple, clear, and relevant words in the learning context are easier for students to understand than complex and abstract words.

According to Brown (2004), teacher's choice of the right words in the learning process can affect students' understanding of the material being taught, which ultimately has a positive impact on student learning achievement. The use of simple and varied languages can increase students' interest in learning, expand vocabulary, and ultimately improve students' English language skills. A key aspect of the relationship between teachers' word choice and student achievement is how language can either promote or inhibit cognitive engagement. Research has shown the clarity of the language used by teachers is essential for student success. As noted by Crystal (1995), teachers who tailor their language to match the students' cognitive level foster better comprehension, retention, and critical thinking. This involves not only using simpler vocabulary but also providing clear definitions, restating key concepts, and presenting information in a way that connects students' prior knowledge and experiences.

As one of the educational institutions in Pematangsiantar City, UPTD SMP Negeri 1 Pematangsiantar contributes greatly to improving the quality of education, including English language learning. However, there are still many problems with improving students' English language learning achievements, as seen in other schools. One of the problems often encountered in English learning at UPTD SMP Negeri 1 Pematangsiantar is the low level of student learning comprehension. This can be caused by various factors, one of which is the inappropriate choice of words used by teachers to deliver the learning materials.

This study aimed to determine the strength of the correlation between students' English learning outcomes at UPTD SMP Negeri 1 Pematangsiantar and the choice of words used by teachers. The results of this study are expected to help improve the quality of English learning at UPTD SMP Negeri 1 Pematangsiantar, especially in terms of choosing correct words. In addition, the results of this study can serve as a reference for other English teachers to help students learn better.

## 2. Literature Review

### 2.1 Discourse Analysis

Discourse analysis is an approach in linguistics that aims to understand the deeper meanings of texts or conversations. More than just words arranged together, discourse analysis explores the social, cultural, and historical contexts that surround a communication. In other words, discourse analysis seeks to understand how language is used to construct meaning, identity, and social relationships. Sacks (1992), one of the pioneers of discourse analysis, defined it as the study of patterns of social interaction that unfolds in conversation. Sacks have focused on how conversation participants construct and maintain social order through speech exchanges (Herman, Purba and Saputra, 2024).

Discourse can be used instructively, descriptively, and unively to help people understand, appreciate, and create their own worlds (Sutikno et al., 2025). It provides people with a sense of belonging and continuity by transmitting folk wisdom, history, and the values of their culture and group. Discourse, like correspondence and conversation, also strengthens relationships among people and helps them maintain connections with networks of friends and family. Therefore, Brown and Yule (1983) defined discourse analysis, which is used for a variety of purposes and meanings. It is used to describe activities in various linguistic fields such as sociolinguistics, psycholinguistics, physical linguistics, and computational linguistics (Setiawati et al., 2024). Therefore, this analysis is mostly used to interpret what people say orally or verbally and how to understand the message. Of course, this depends on the linguistic form and structure.

### 2.2 Word Choice

Word Choice, commonly called diction, is the selection of the right words to convey an idea or feeling. The right choice of words makes writing or speech more effective, interesting, and easy to understand. Herman et al (2020) stated that diction is a person's accuracy in choosing and using words according to the situation and conditions. Keraf (2001) describes that there are three main conclusions about diction. First, diction includes understanding which words are used to convey thoughts, how to combine the right words and use the right expressions, and what style of language is best used in a situation. Second, diction is the ability to feel the right form of adaptation to a situation and ethics achieved by society or listeners. Third, the right and appropriate choice of words is only achieved by having a lot of vocabulary (Aswad and Sardi, 2023). Vocabulary refers to all words in a language. This means that diction is the choice of words that can be conditioned according to the situation or circumstances, and the right choice of words in the right situation can convey messages accurately and easily.

### 2.3 Context in Linguistics and Non-linguistics

Linguistic context refers to how words, phrases, and sentences interact with each other, as well as how sentences in a discourse interact with each other, while non-linguistic context refers to two things: the relationship of words to events or situations and the relationship of language to society or social context. In the social context, the use of words or language is the most important factor (Herman et al., 2020). Examples include the use of terms such as sexual intercourse, love, and making love. Each use is based on the social context of the person communicating. Keraf's concept defines social context as follows:

1) Characteristics of relevant participants: People or figures involved in the communication process. The participants had the following characteristics:

a) Verbal actions of participants: Each participant used language adjusted to the circumstances and social status of each person.

b) Non-verbal actions of participants, namely their body language. (gestures, facial expressions or expressions, and posture) were included in the language used. The status of the people was the same.

2) Relevant material: The language of the participants will also be influenced by the material being discussed. We should use words with good connotations if the subject is God, morals, or greatness. If the subject is not expected to have good connotations, such as demons, ghosts, evil, corruption, etc, bad connotations should be used. The scientific aspect uses scientific words, and the literary aspect uses certain works.

3) The effect of verbal actions: How participants are expected to influence their choice of words or diction. The words used if someone wants to be served well are the right words. However, the words used were also inappropriate words. Therefore, the language we use is not only caused by linguistic problems but also by social (non-linguistic) problems. In particular, the social context is very important to know because in order to make our conversations with others smooth, we must be able to adapt to the social status of the person. For example, having a conversation with an educated society is different from having an uneducated society.

### 2.4 Vocabulary Acquisition and Its Impact on Language Learning

Vocabulary acquisition is a foundational component of language learning as it directly influences a learner's ability to comprehend and produce language effectively. When learners acquire a rich and varied vocabulary, they are better equipped to understand spoken and written texts, engage in conversations, and express their ideas clearly. Without sufficient vocabulary, even a strong grasp of grammar cannot compensate for the inability to convey meaning or understand others, which highlights vocabulary's central role in communication (Sinaga et al., 2025).

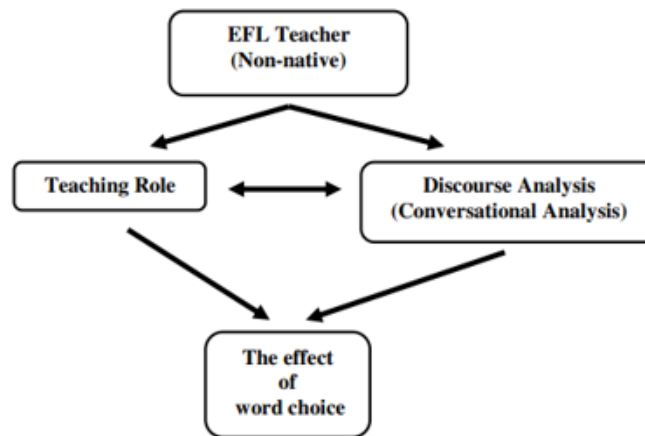
The process of vocabulary acquisition involves both incidental learning through reading, listening, and interaction and intentional learning, such as using flashcards or vocabulary lists. Effective vocabulary learning strategies, such as using words in context, repeated exposure, and word association, help learners to retain and recall new terms more easily. Additionally, motivation, exposure to authentic language, and frequent practice significantly accelerated the acquisition process, making it more meaningful and lasting.

The impact of vocabulary acquisition on language proficiency was substantial. Well-developed vocabulary enhances reading comprehension, listening skills, writing fluency, and spoken accuracy. It also boosts learners' confidence and autonomy as they can engage more fully with the language across different settings. In both academic and real-world contexts, a strong vocabulary enables more precise communication and deeper cultural understanding, making it an essential goal for language learners at all levels.

### 2.5 Conceptual Framework

This current research falls under the discipline of applied sociolinguistics where language use, such as diction or word choice, is the umbrella of this framework and classroom teaching interaction as the application of language use itself. To provide a brief and clear concept of dictional use, the author describes the following conceptual framework.

The figure illustrates how this study was used to uncover the research questions and how the data were collected in ongoing classroom interactions. First, both EFL teachers, non-native, taught English as usual based on a schedule. Thus, the use of words emerged during teacher-student communication. Subsequently, the teachers' spoken language was collected and analyzed through discourse analysis, especially conversation analysis. Furthermore, data were extracted to determine and explore the types of diction used by the teachers' word choices, how the teachers spoke in class, and their perceptions of the obstacles faced in using the right words during classroom activities.



**Figure 1.** Conceptual Framework of the Use of Diction

### 3. Research Method

#### 3.1 Design of the Research

This study employed a qualitative research design, using interviews and observations as data collection instruments. According to Aspers and Corte (2019), qualitative research is defined as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. The researchers visited UPTD SMP Negeri 1 Pematangsiantar to observe EFL (English as a Foreign Language) instructors during their teaching sessions, taking detailed notes. This study focused on the interaction between EFL teachers and students at UPTD SMP Negeri 1 Pematangsiantar, as this was of particular interest. The type of observation conducted was open participant observation, in which the researcher actively observed and recorded the behavior. The interviews involved conversations between the researchers and participants, where questions were asked to gather factual information. The main objective was to understand how EFL teachers use diction and how students at UPTD SMP Negeri 1 Pematangsiantar engage in it. After data collection, the collected information was analyzed in several steps using observational data and interview results. This analysis followed Miles and Huberman's data analysis method, which included data collection, reduction, display, and conclusion drawing.

#### 3.2 Participants

According to Girsang et al (2025), a population is defined as all the members of a well-defined class of people, events, or objects. A population is defined as a group of individuals with the same characteristics. The population refers to a group of things or persons with specific qualities that researchers analyze and draw conclusions about. Therefore, the population of this study was all VIII.4 grade students of UPTD SMP Negeri 1 Pematangsiantar in the academic year of 2024/2025, which consisted of 32 students.

A sample is part of the population being studied (Cahyani et al., 2025). The sample of this study was taken from the population of grade VIII-4 of UPTD SMP Negeri 1 Pematangsiantar. Therefore, the sample of this study was students of grade VIII-4 which consisted of 32 students. They consisted of 14 males and 18 female students. The researchers chose this class because they were eligible to participate in this study.

#### 3.3 Instrument for Data Collection

Instruments are tools used to help researchers find data or information about objects being observed. Without using such instruments, a study will not obtain accurate information, as expected. Therefore, one way to obtain accurate data is to use appropriate instruments. Related to this, the author uses several instruments in this study:

##### 1. Observation

The type of observation used in this study was Overt Participant Observation. Observation is an observation model that states that "everyone knows who the researcher is and what he does" (Dawson, 2002). Thus, observation is an action that focuses on paying attention to a significant object in depth using senses. Observation is used to obtain information about the sample that will be used as the object of research and to determine the interaction of EFL teachers in the classroom that is taking place in the teacher's conversation in terms of the use of diction (focusing on

synonyms).

## 2. Interview

Herman et al (2025) stated that semi-structured interviews are an interview model used when researchers want to find out certain information that can be compared and contrasted with information obtained in other interviews. To do this, the same questions were asked in each interview. However, the author also required the interview to remain flexible so that other important information could be obtained.

In accordance with this study, the type of interview is a conversation between two or more people in which questions are asked by the interviewer to obtain facts or statements from the interviewee. The purpose of this step is to find information about EFL teachers who use diction and students at UPTD SMP Negeri 1 Pematangsiantar. There were two targets to be interviewed:

### 1). Teacher Interview

This refers to the interviews with EFL teachers. The interview items included 22 questions about points around the teacher's diction used when teaching and refining the data and covering all the research questions studied.

### 2) Student Interview

This interview was designed to consolidate data from the teacher interview, which also consisted of 22 items. The result is an agreement between the teacher's responses and the students' comments. This instrument is also necessary to support classroom observation data on the interaction between teacher and students learning in the classroom.

## 3.4 Data Analyses

After the data were collected, the next step was to analyze the data to draw conclusions. Qualitative descriptive data analysis techniques was used in this study. Qualitative descriptive studies describe phenomena rather than explain them. Phenomenological studies, ethnographic studies, and those using grounded theory have sought to explain this phenomenon. Qualitative descriptive studies aim to provide a comprehensive summary of events. The data analysis technique used to analyze the data was based on Miles and Huberman's (1994) data analysis as follows:

### 1. Data Collection

First, data were collected using the three instruments used in this study. The primary data came from EFL teachers' observation reports conducted each time they taught three meetings. Furthermore, data were obtained from the audio recordings of each classroom interaction meeting to determine the types of diction used by the teacher and other elements. Finally, the author conducted interviews with teachers and students to support this study and to observe the impact of teacher word choice.

### 2. Data Reduction

Miles and Huberman (1994) refer to data reduction as the process of selecting, focusing, simplifying, abstracting, and transforming data generated from written or transcribed field documentation. Data from observations, audio recordings, and interviews were selected and categorized to reduce and transform them. In addition, Creswell (2012) stated that, above all, data categorization is the classification of ideas or concepts that result when ideas in the data are examined, compared to each other, and relationships are made. However, the process of selecting and categorizing data is performed by transcribing the data to extract the information to be displayed.

### 3. Data Presentation

Creswell (2012:238) said that there are many ways to organize data or materials based on their type. In addition, Huberman and Miles (1994:11) said that a presentation is a collection of data that is arranged and compressed so that it is possible to make conclusions and actions. The author organized the data into three types: observations, audio recordings, and interviews. Observation reports implicitly support data in the field by combining data from the recordings. The recordings were transcribed as indicated in the extraction. In addition to the observation reports and audio recordings, interview data were collected. This allows the author to relate what the students do in class to what they say during the interview session.

### 4. Conclusion and verification

This is the final step of data analysis. However, until the data collection is complete, the final conclusions may not emerge. The author begins to consider and draw conclusions about the variables from the beginning of data collection. Finally, the qualitative research produced new findings. The results of the study can be a conclusion that the study is causal or interactive, a hypothesis or theory, or a description or picture of something that was previously

unclear and became clear after investigation.

#### 4. Results

The choice of words used by the EFL teachers studied has an effect that can certainly appear in classroom interactions. Teacher diction affects the feedback or communication between teachers and learners and/or learners with learners. Sometimes, teachers need a long time for elaboration sessions or give examples to learners because of the terms used in their speech. The following is an interaction between teachers and students that can prove that the words spoken by teachers can affect classroom interactions to achieve learning goals.

##### 4.1 Miscommunication

Miscommunication refers to a failure in communication in which the intended message is not accurately or completely understood by the recipient. The following are the effects of teacher errors on word choice. Which results in students being confused about which sentence is the correct use. This often happens in the classroom. Below is an example of the interaction:

Teacher : *Ingat keterangan waktu untuk yang sudah berlalu itu adalah apa?*

Student : Yesterday, last night, last year..."

Teacher : *Iya betul, yesterday, last night, last year and so on. Contohnya "I go to market yesterday".*

Student : *Miss apakah tidak menggunakan "went" miss? karena kan ini kejadian yang sudah berlalu miss?*

The above example of interaction clearly shows how crucial the correct use of tenses is in learning English. When a teacher, who is supposed to be a good language model, makes a mistake in using tenses, the impact can be far-reaching. Students who are still learning will tend to imitate the mistake, assuming that the use of "go" to describe past events is correct. This will then become ingrained in their understanding of English grammar and become a habit that is difficult to change.

##### 4.2 Misunderstanding

Misunderstanding is a situation where the message delivered by someone at this time is that the teacher is not properly understood by students. This can occur due to several factors, such as differences in word interpretation, communication disorders, and lack of information. Misunderstanding also often occurs in the classroom, this is caused by teachers who are not right to use diction or word choices, so that students do not understand what the teacher is saying. The following extraction occurs in the classroom between teachers and students:

##### 1) Use of Words with Different Meanings in Formal and Informal Contexts

Teacher : Okay class, for today's lesson, *kita akan belajar bagaimana cara mendeskripsikan seseorang*. Let's start with some simple words. For example, you can say, 'He's a kid.' *Itu cara yang baik untuk mendeskripsikan seorang anak laki-laki.*

Student : Miss, *bolehkah saya menggunakan 'kid' dalam esai tentang ilmuwan terkenal?*

Teacher : Yes, of course. You can use 'kid' anywhere. *Itu kata yang sangat umum*

Student : *(Menulis dalam esai formal)*. Albert Einstein was a kid who changed the world of physics.

Teacher : *(After read the essay)*. Hmm, *kalimat ini tidak cocok untuk penulisan formal. Dalam esai akademis, sebaiknya gunakan 'child' or 'young boy' instead of 'kid.*

Student : But Miss, *miss bilang kita bisa pakai 'kid' dimana saja!*

Teacher : Oh, I see the misunderstanding. *Maksud saya, 'anak kecil' cocok kapan santai, tapi tidak cocok untuk tulisan formal. Seharusnya saya menjelaskannya lebih baik sebelumnya.*

The above example shows how important it is to have a deep understanding of the context in which the language is used. A major misunderstanding arises when teachers say that students can use the word "kid" anywhere without making clear boundaries. Students in the learning stage tended to generalize and apply this statement without considering the social nuances and formalities of the language.

Linguistic experts say that understanding context is very important for learning a language. David Crystal, a famous linguist, states that language is a complex system influenced by social, cultural, and situational factors. The word "kid" here has an informal meaning, and is more suitable for use in writing or everyday conversation.

This kind of misunderstanding often occurs during the process of learning a foreign language. If teachers do not

provide diverse examples and sufficient explanations of the words or phrases being taught, the situation will be worse because students tend to look for direct translations from their mother tongue without paying attention to the differences in nuances and contexts in the language being taught.

Krashen, a second language acquisition specialist, says that if students are given complete and relevant input, they will be able to master the language more easily. This means that language input must be in accordance with students' abilities and presented in a relevant context. Teachers should provide examples of these words in various contexts, both formal and informal, for "children" so that students can understand their meaning.

### 2) *Misunderstanding between Similar Words (Homophones)*

Teacher : Alright, class. *Mari berlatih mengeja. Adakah yang bisa mengeja kata plain?*

Student A: P-L-A-N-E.

Teacher : Correct! *Begitulah caramu mengeja dengan jelas.*

Student B: Miss, *bukankah ejaannya biasa saja P-L-A-I-N?*

Teacher : Hmm, no. It's P-L-A-N-E. That's the right spelling.

*(Semua siswa mulai kebingungan, tetapi mengikuti jawaban guru)*

*Kemudian guru memberikan exercises (Then the teacher gave exercises)*

Teacher : Write a sentence using the word plain.

Student : The airplane flew over the mountain.

Teacher : Hmm, this sentence is wrong. Plain *bukan berarti sebuah airplane. Maksudnya bidang datar atau sesuatu yang sederhana.*

Student A: But Miss, *tadi Miss bilang plain dieja P-L-A-N-E.*

Teacher : (Menyadari kesalahan). Oh no, I see where I went wrong. *Saya mencampurkan dua kata yang serupa.* Let me explain.

In the above example, the interaction between the teacher and students showed how important it is to be precise when using language, especially when it comes to distinguishing homophones. In this case, "plain" and "plane" are homophones, which are words that sound the same but have different spellings and meanings. Students become confused because the teacher fails to explain the difference between them.

This homophone phenomenon is frequently a challenge in learning the first and second languages. One of the leading linguists, Crystal, stated in his book entitled "The Cambridge Encyclopedia of the English Language" (1995), that if homophones are not used, communication can be ambiguous.

Teachers need to pay special attention to teaching homophones by providing clear and varied examples and explaining differences in meaning and use. This is because mistakes in using homophones can affect students' understanding of reading texts, writing skills, and even their everyday communication skills.

### 3) *Use of language that is too academic*

Teacher : Good morning, everyone! Today, we will delve into the intricacies of figurative language. *Fokus kita adalah pada perbedaan nuansa antara metafora dan simile. Apakah ada yang ingin menjelaskan apa itu metafora?*

Student A: Umm... Miss, *delve itu apa Miss?*

Teacher : Oh, *delve berarti menyelidiki secara menyeluruh. Jadi, kita akan menyelidiki bahasa kiasan secara menyeluruh. Sekarang, bisakah seseorang menjelaskan apa itu metafora?*

Student B: Miss, *penjelasannya bagaimana Miss, kurang paham miss?*

Teacher : *Artinya menjelaskan sesuatu secara detail. Baiklah, mari kita lanjutkan. Metafora adalah sebuah alat retorik yang secara implisit membandingkan dua hal yang tidak berkaitan tanpa menggunakan istilah perbandingan seperti sebagai atau seperti. Misalnya, 'Time is a thief'*

Student C: Wait, Miss, *apa itu alat retorik?*

Teacher : Oh, *itu adalah alat yang digunakan dalam menulis atau berbicara untuk membujuk atau menyampaikan makna. Ada pertanyaan lain sebelum kita melanjutkan?*

Student D: (*Bingung, tapi tidak bertanya karena merasa terlalu banyak istilah sulit*).

*Setelah sesi latihan* (After the training session was over):

Teacher : *Tulislah sebuah metafora untuk menggambarkan seseorang yang sangat baik.*

Student A *menulis*: 'She is as kind as a butterfly.'

Teacher : *Hmm, ini bukan metafora, ini perumpamaan. Tadi saya bilang metafora tidak menggunakan kata seperti atau suka.*

Student A: *Tetapi Miss, saya pikir itu benar. Saya tidak mengerti apa yang Miss jelaskan tadi.*

In the example above, the interaction between the teacher and students underlined the importance of choosing the right vocabulary for the learning process. When the teacher explains the idea of figurative language using an academic language, eighth-grade students, who are still at a certain stage of cognitive development, have difficulty understanding the material. The use of complex terms without concrete examples or simple explanations makes it difficult for students to understand.

According to Krashen (1985), an expert in the field of second-language development, the input given to students must be understandable. This means that teachers must use language that is appropriate for students' language ability level in a meaningful context. In this case, the teacher should replace the term "delve" with something simpler and more familiar to students, such as "learn" or "discuss".

If students have difficulty understanding the concept of figurative language presented in an academic manner, this can have a negative impact on their enthusiasm for learning. If they find the topic difficult to understand, they may become bored and no longer be interested in learning. In addition, misunderstandings can prevent students from understanding more complex language concepts in the future.

#### 4.3 Positive Feedback

The previous negative impact on teacher word choice in classroom interaction does not only indicate that the teacher is unable to use the right words and explain the subject matter well. The following extract shows that the teacher can guide students in finding the meaning of certain English terms. Although the teacher mixes her language, students are able to understand the meaning. In this case, everyday conversation or informal diction is used to support the teacher's interactions with students.

Teacher : Good morning everyone, how are you today?

Student : Good morning too miss, I'm fine, and you?

Teacher : I'm fine too thank you, okay my dear students today, we're going to learn about the present tense. Present tense *adalah bentuk kata kerja dalam bahasa Inggris yang digunakan untuk menyatakan kejadian yang sedang berlangsung di masa sekarang. atau biasa digunakan untuk membicarakan hal-hal yang sering kita lakukan setiap harinya Mudah, kan?*

Student A: Yes, Miss! Like, 'I wake up at 6 a.m. every day.'

Teacher : Exactly! That's a great example. 'I wake up at 6 a.m.' *menunjukkan rutinitas sehari-hari. Sekarang, siapa yang bisa memberi saya contoh lain?*

Student B: Miss, is 'She is eating lunch' *juga* present tense miss?

Teacher : Good question! *Itu sebenarnya bentuk present continuous tense. Itu menggambarkan sesuatu yang terjadi saat ini. Dalam bentuk simple present tense, Anda akan berkata, 'Dia makan siang.' Apakah Anda melihat perbedaannya?*

Student B: Ohh, I see now! Simple present is for *kebiasaan* ya miss.

Teacher : That's right! Now, here's a tip: when you talk about he, she, or it, *jangan lupa untuk menambahkan -s or -es ke kata kerja*. For example, 'She plays football,' or 'He goes to school.' *siapa yang bisa memberikan contoh he or she?*

Student C: *Saya* miss, 'He swim in the pool every weekend?'

Teacher : That's very close! *Ingat, untuk he, kamu perlu menambahkan -s pada kata kerjanya. Jadi itu seharusnya menjadi, 'He swims in the pool every weekend. tapi kamu sudah berusaha, Great effort!*

Student C: Ohh, got it! Thank you, Miss!



Teacher : You're welcome! You're all doing amazing so far. *Sekarang mari kita lakukan latihan singkat. Lengkapi kalimat ini: 'She \_\_\_\_ (like) chocolate.' Apa bentuk kata kerjanya yang benar?'*

Student D: Miss, it's 'She likes chocolate.'

Teacher : Perfect! See how easy it is! *Kamu sudah paham, mari kita lakukan beberapa contoh lagi bersama-sama.*

The interactions that occur in the classroom provide a clear picture of choosing the right words and using relevant examples in the language learning process. When teachers use vocabulary that is appropriate to the students' level of understanding and give concrete examples, students find it easier to understand the concepts being taught. This is in accordance with Krashen's (1985) theory of comprehensible input. According to Krashen, students will be better at learning a language if they are exposed to a language that is slightly above their level of ability, but can still be understood with the help of context and non-verbal signals.

In addition to choosing the right words and illustrations, teachers' praise and support are also very important for students. Praise can increase students' desire to learn and increase their self-confidence. This is in accordance with the theory proposed by Deci and Ryan (1985), who state that intrinsic motivation is a drive that comes from within a person, such as interest, desire to learn, and desire to achieve goals. If students feel that their efforts are appreciated, they will be more motivated to continue learning and improving their language.

In learning English, using a simple and easy-to-understand language will make students feel more comfortable and confident in taking part in activities. In addition, using examples that are relevant to everyday life will make lessons more interesting and meaningful for students.

## 5. Discussion

This study revealed a significant influence of EFL teachers' word choice (diction) on classroom interaction and learning. An in-depth analysis of teachers' conversations showed that appropriate diction can trigger positive feedback, increase student participation, and foster enthusiasm for learning. Conversely, inappropriate word use can hinder students' understanding and reduce learning effectiveness.

This study found that teachers who use simple, clear, and varied languages tend to create more inclusive learning environments. The common words that are often used in everyday life can help students build a strong basic vocabulary. Meanwhile, more complex academic words can be gradually introduced to enrich students' knowledge.

Investigating the use of word choice in students' English language learning provides valuable insights into how vocabulary influences their overall academic performance and communication skills. Word choice reflects not only a student's vocabulary range but also their ability to use language appropriately and effectively in different contexts. By examining how students select and apply words in speaking and writing, educators can identify patterns, strengths, and areas for improvement, leading to more targeted instruction. This focus helps students enhance clarity, tone, and precision in their language use, which directly contributes to better achievement in English tasks, such as essays, presentations, and exams.

Furthermore, analyzing word choice allows teachers to connect language instruction with real communicative purposes, making learning more engaging and meaningful. It can also reveal how students' lexical decisions persuasively affect their ability to express ideas, emotions, and arguments. When students become more conscious of their word choices, they develop greater linguistic awareness and critical thinking skills that are essential for academic success. Overall, the investigation of word choice empowers both learners and educators to refine language use, ultimately supporting higher levels of proficiency and achievement in English language learning.

However, obstacles to the choice of diction were also identified. Some teachers have difficulty in choosing the right words, especially when dealing with complex topics or interacting with students with different language backgrounds. In addition, factors such as time pressure, lack of preparation, and lack of training can affect teachers' choice of diction. Further analysis shows that teachers use things that are so academic during learning that students do not understand what the teacher means, and teachers have to explain one by one things that are still taboo for students. To improve the quality of language learning, teachers must pay careful attention to the selection of diction. Teachers can create a positive and effective learning environment by using appropriate, varied, and easy-to-understand languages. In addition, teachers need to pay attention to other aspects of classroom interaction, such as waiting time, opportunities for students to speak, and constructive feedback. Therefore, diction is a key factor for successful language learning. By choosing the right words and using effective communication strategies, teachers can help students achieve maximum learning potential.

## 6. Conclusion

This study underscores the crucial role of diction in shaping EFL classrooms effectiveness. The findings demonstrate that teachers' careful word choice significantly impacts student comprehension, engagement, and ultimately learning outcomes. Appropriate diction fosters positive feedback loops, encourages active participation, and creates conducive learning environments. Conversely, inappropriate word choices, such as overly complex terminology or the misuse of homophones can lead to confusion, hinder understanding, and diminish student motivation.

Based on the findings from investigating the use of word choice and its impact on students' achievement in English language learning, English language teachers are encouraged to place greater emphasis on vocabulary development and contextual language use. Teachers should implement explicit instruction strategies that focus on teaching high-utility words, collocations, and connotations. Encouraging students to experiment with varied vocabulary through writing assignments, peer reviews, and oral presentations can significantly improve their expressive abilities and overall language proficiency. Additionally, providing regular feedback on students' word choices, highlighting both strengths and areas for refinement, can foster greater linguistic awareness and encourage more precise and effective communication.

Educational policymakers recommend revising English language curricula to include specific goals and assessments related to vocabulary acquisition and effective word use. Policymakers should also invest in professional development programs that train teachers to deliver instructions on lexical competence and semantic precision. Access to language-rich materials, digital tools, and corpora-based resources should be prioritized to support vocabulary instruction across diverse learning contexts. By aligning policy, teacher training, and classroom practice with the importance of word choice, educational systems can better equip students with the language skills necessary for academic success and real-world communication.

Future research on the relationship between word choice and students' achievement in English language learning could explore how digital tools and AI-powered writing assistants influence their lexical development and precision in language use. Longitudinal studies may investigate how early instruction in word choice affects long-term language proficiency across different age groups and learning contexts. Additionally, comparative research could examine differences in word choice effectiveness between native and non-native English speakers or across educational systems with varying instructional approaches. Further investigation into how socio-cultural factors and learners' first language backgrounds influence word selection and stylistic choices would also provide valuable insights for more inclusive and effective pedagogy.

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