**THE PHONOLOGICAL PERSPECTIVE OF TEACHER INSTRUC**

**TIONAL TALK IN ENGLISH CLASSROOM INTERACTION[[1]](#footnote-2)**

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**Abstract**

The research aimed at finding and analyzing (i) the instructional talk that teachers use in the classroom interaction, (ii) teachers’ modification of their instructional talk in phonological perspective (iii) students’ perception of instructional talk used by the teachers in classroom interaction. This research applied descriptive method with the total number of participants of 2 English teachers and 6 students divided based on their grade. The instrument used for this study was classroom observation, video recording and interview. The finding indicated that (i) the first participant used 15 instructional talks and the second participant used 14 instructional talks (ii) teachers modify their talk by substitution, deletion, and addition. First participant used substitution 151 times (81%), deletion 22 times (12%), and addition 13 (7%). The second participant used substitution 30 times (83%), deletion 12 times (13%) and additional 4 (4%). (iii) Students have lower perception of teacher instructional talk which indicates students get 11 (11%) for each VII grade students and the VIII grade students get variety level percentage; 12 (21%), 15(26%) and 11 (19%) for each students. It also finds three factors that influence students’ perception; teachers’ factors, limited time and environment.

**Key words:** Phonological perspective, instructional talk, classroom interaction

**Introduction**

In the classroom, teacher talk is the essential unit to inspire the students in teaching factor process. Her talks are not only to transfer the information and the knowledge that a teacher has, but also as a tool to control the class. In line with important of teacher talk Nunan (1993:189), states that teacher talk is crucial importance, not only for the organization of the classroom but also for the process of acquisition. In organizing and managing the classroom, teacher talk is one of the decisive determinants that it is through language that teachers succeed or fail to implement their teaching plans. Therefore, teacher as the key factor in educational world to organize the classroom activities should use suitable teaching tools to reach the learning objectives.

There are two types of talks, according to Doff (1988), teacher talks are divided in two perspectives; they are management talk and instructional talk. According to Edward (2003:18) the implication of instructional talk itself is wider than just make teaching process more focuses; it also encompasses the whole idea of shared teaching and learning, the children’s self interaction, and evaluation in relation to outcomes of the lesson against the stated aims. Instructional talk covers the deep thought about what should be said to the student, what the actual structure of the lessons is, and what are taught and how it is presented. Besides that, instructional talk includes explicit demonstration and models of specific procedures or structures, skills, knowledge and importantly, attitudes to learning. All of these aims will be covered by the teacher talk during the classroom interaction. Teacher talk especially for EFL’s teacher should involve two competences; they are linguistic competence and sociolinguistic competence. There are several competences in linguistic features; they are phonological, morphological, lexical, syntactical, and discourse. In sociolinguistic competence, teacher language should be appropriate with social and cultural context. Both competences above give a huge impact to the students’ ability in use the language.

**Phonology**

One of the important language components is phonology. Hyman (1975:1) states that phonology studies the sound system of language. A sound is considered very important in all language because the language can be understood by listening to its sound. Gleason (1961:12) states that language operates with two kinds of material, namely sounds and idea. When a speaker of a language makes error in pronouncing the sound of a word, the meaning of the word can be changed, and then there can be a misunderstanding between the speaker and the listener. By seeing this importance of sounds, one is expected to pronounce the sounds of a word correctly Hyman (1975:59) defines phonology as the description of the systems and pattern of sounds that occur in a language.” The meaning of phonology according to Fromkin and Rodman (1974:70) is “the study of the sound patterns found in human language.”

Crystal (1987:230) states that “phonology studies the sound system of languages.” Then, definition of phonology according to Indonesian linguists is:

1. Kridalaksana (1985:230) writes that “fonology adalah bidang dalam linguistic yang menyelidiki bunyi bahasa menurut fungsinya”.
2. Chaer (1994:102) writes that “fonology adalah bidang linguistic yang mempelajari dan membicarakan runtunan bunyi-bunyi bahasa”.

**Elements of pronunciation**

***Segmental Features:*** vowels and consonants.

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth (Sjamsir, 1988:11). English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of /i:/, /∂/, /a:/, /u:/, /o:/, while short vowels consists of /i/, /e/, /æ/, /∂/, /˄/, /u/, /o/.

Besides the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable (Sjamsir, 1988:13). There are nine English diphthongs, /ei/, /ai/, /oi/, /au/, /o∂/, /i∂/, /au/, /u∂/, /e∂/.

The English consonants consist of twenty four. Those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /δ/, /s/, /z/, /ʃ/, /ɜ/, /h/, /tʃ/, /ʤ/, /m/, /n/, /η/, /l/, /r/, /w/, /y/ that are classified based on:

1. The point of articulation

The point of articulation is the position at which two parts of the mouth come together to produce a closure or a near closure that allows the passage of a narrow stream of air (Arsyad,1989:39). There are seven primary points of articulation in English consonants: bilabial, labiodentals, dental, alveolar, palatal, velar, and glottal.

1. The manner of articulation

Based on the manner of articulation, consonants are classified into stop (plosives), fricative, affricate, liquids, nasal, and semivowel (glide).

***Supra segmental Features***

There are four kinds of supra segmental features. The first is stress. Stress is meant the degree of force or loudness which a syllable is pronounced (Ramelan, 1985:25). Stress has an important role in English because different stress will differentiate meaning and intention. The second is pitch and intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is a tune of what we say (Sjamsir, 1988:28). The third is pause. English is spoken in group of words, which are separated by pause. The fourth is rhythm, the beat of language.

**Definition of Teacher Talk**

Ellis (2003) has formulated his own view about teacher talk: “Teacher talk is the special language that teacher use when addressing L2 learners in the classroom. Studies of teacher talk can be divided into those that investigate the type of language that teachers use in language classrooms and those that investigate in the type of language they use in subject lessons.

Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Qican, 1999) cited from Yan. Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore we can say teacher talk is a kind of communication-based or interaction-based talk.

Teacher talk is particularly important to language teaching (Cook, 2000). According to pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not. Many scholars found teacher talk makes up around 70% of classroom language (Cook, 2000; Chaudron, 1988). Teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. Brown recommends that teachers articulate their language, slow it down, uses simple vocabulary, and speak to students in just above the students’ level. In bilingual classrooms, teachers’ language is not only the object of the course, but also the medium to achieve the teaching objectives.

***Characteristics of Teacher Talk***

Breines in Muhayyang (2010) states that teachers talk should be directive; imperative; shorter, simpler, slower, and clearer speech; and repetitive. Mean while, Rasyid in Muhayyang (2010) states that teachers talk should be easy to understand for students; simple without ambiguous meaning; fun; correct form in every interaction of students; and suitable for every occasion both of formal or informal communication.

***The interactional features of teacher talk***

1. Questions

Questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction.

1. Feedback is related to the error correction provided by teacher.
2. Repetition

According to Urano (1999), repetition was defined as any utterance that repeats or paraphrases a preceding utterance, which can be treated as an index that reflects language variety.

**Instructional Talk**

According to Doff (1988), instructional talk is the teaching process based on the content of the subject that teacher present in front of class. According to Muhayyang (2010:32) there are twenty four language functions reviewed as instructional language as listed below:

1. Introduction
2. Asking for Information
3. Explanation
4. Encouraging
5. Giving Direction
6. Correcting
7. Interrupting
8. Introducing Material
9. Giving Examples
10. Attracting Attention
11. Reminding
12. Consolidating
13. Drilling
14. Changing Topic
15. Reading Students’ writing
16. Asking to do something
17. Interpreting
18. Acknowledge
19. Finding out about language
20. Repeating
21. Commenting
22. Checking comprehension
23. Giving Suggestion
24. Dictating

**Classroom Interaction**

Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day. According to Wilson (1997) Interaction between students and teacher is fundamental to the learning process.

Chaudron (1998) stated that classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.

**METHODOLOGY**

This research applied descriptive qualitative method. The subjects of this research were 2 teachers, teaching in class one and two, and 6 students of SMPN 1 Sungguminasa which was selected by using purposive sampling technique. The primary instrument of the research was the researcher herself who observed and recorded behaviors but did not participate in the life of the setting being studied (Gay, et al 2006:414). The secondary instruments in this research were interview guide and field notes. To collect data from classroom, two of the three main strategies which were suggested by Gay et al (2006:413) would be applied, namely observation and interview. Data analysis was conducted by using the interactive model of Huberman and Miles in Denzin and Lincoln (1998: 429) covering three strategies: data reduction, data display, and conclusion drawing and verification.

**FINDINGS**

1. Teacher Use of Instructional Talk

There were several uses of instructional talk that appeared in teacher talk in classroom interaction. These data classified into three categories: words, phrases and clauses. The use of instructional talk in VII grade is presented in the table 4.1 and VIII grade is presented in the table 4.2:

**Table 4.1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | Instructional Talk | Classification | | |
| Word | Phrase | Clause |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14.  15. | Asking for Information  Explanation  Encouraging  Giving Direction  Introducing Material  Attracting Attention  Reminding  Consolidating  Changing Topic  Asking to do Something  Interpreting translating  Finding out about language  Repeating  Checking Comprehension  Giving Suggestion | 2  -  -  -  -  -  -  -  -  -  -  -  -  -  - | 6  -  2  4  -  -  4  2  -  -  1  -  -  4  - | 6  4  2  9  1  1  1  -  2  2  2  1  1  1  4 |
|  | TOTAL | 2 | 23 | 36 |

The table illustrated that there were 15 language used that appear in teacher instructional talk which are divided into 2 words, 23 phrases and 36 clauses.

**Table 4.2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | Instructional Talk | Classification | | |
| Word | Phrase | Clause |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14. | Asking for Information  Explanation  Encouraging  Giving Direction  Correcting  Giving Examples  Attracting Attention  Reminding  Changing Topic  Asking to do Something  Interpreting translating  Finding out about language  Repeating  Checking Comprehension | -  -  -  1  -  -  -  -  -  -  2  2  3  1 | 2  -  2  3  1  1  3  2  1  1  1  3  2  1 | 5  1  2  2  1  2  2  -  3  3  1  1  1  1 |
|  | TOTAL | 9 | 23 | 25 |

The table shows that there were 14 instructional talk used by the teacher in VIII grade which are classified into 9 for words, 23 for phrases and 25 for clauses.

1. The Modification of Teacher instructional talk
   1. The result of teacher modifications in VII grade can be seen in the following table:

**Table 4.3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | Teacher Instructional Talk Classification | Teacher’s modification | Teacher’s correct Pronunciation | Total |
| I | Word | 2 | - | 2 |
| II | Phrase | 15 | 8 | 23 |
| III | Clause | 35 | 1 | 36 |

The table illustrates that the teacher in VII grade uses 2 words modification, 15 phrases modification and 35 clauses modification.

The classification of teacher modification is presented in the following table:

**Table 4.4**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | Teacher Modification | Total Modification | Percentage |
| 1. | Substitution | 151 | 81% |
| 2. | Deletion | 22 | 12% |
| 3. | Addition | 13 | 7% |
| TOTAL | | 186 | 100% |

The table above shows the total number of teacher modification categories, namely, substitution 151(81%), deletion 22 (12%) and addition 13 (7%).

* 1. The result of teacher modifications in VIII grade can be seen in the following table:

**Table 4.5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | Teacher Instructional Talk Classification | Teacher’s modification | Teacher’s correct pronunciation | Total |
| I | Word | 7 | 2 | 9 |
| II | Phrase | 11 | 12 | 23 |
| III | Clause | 21 | 4 | 25 |

The table above shows that teacher in VIII grade 7 word modifications, 11 phrases modifications, and 21 clause modifications.

The classification of teacher modification is presented in the following table:

**Table 4.6**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | Teacher Modification | Total Modification | Percentage |
| 1. | Substitution | 80 | 83% |
| 2. | Deletion | 12 | 13% |
| 3. | Addition | 4 | 4% |
| TOTAL | | 96 | 100% |

The table above illustrates the teacher modification categories such as substitution 80 (83%) modification, deletion 12 (13%) modification, and addition 4 (4%) modification.

* 1. Students Perception toward Teacher Instructional Talk
     1. The students’ perception of teacher talk in VII grade can be seen in the table 4.7.

**Table 4.7**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NO | Teacher Instructional Talk Classification | JUMLAH | Students’ Perception | | | TOTAL |
| S1.1 | S1.2 | S1.3 |
| I | Word | 2 | 1 | 1 | 1 | 3 |
| II | Phrase | 23 | 5 | 5 | 8 | 18 |
| III | Clause | 35 | 5 | 5 | 2 | 12 |
| **Total** | | **60** | **11** | **11** | **11** | **33** |

The table above illustrated that from the teacher’s instructional talk, all the three students perceive 1 word instructional talk from two words; S1 and S2 perceive 5 phrases and S3 perceives 8 phrases from the total of 23 phrases; and S1 and S2 perceive 5 clauses, while S1.3 only perceives 2 clause from the total 35 clauses.

Table 4.8 shows the number and percentage of students’ perception of teacher instructional talk in VII grade.

**Table 4.8**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total of Teacher Instructional Talk | % | S1.1 | % | S1.2 | % | S1.3 | % |
| 60 | 100% | 11 | 18% | 11 | 18% | 11 | 18% |

Table 4.8 shows same percentage where the three students only perceive 11 numbers or 18% teacher’s instructional talk.

* + 1. Table 4.9 illustrated the students’ perception of teacher instructional talk in VIII grade.

**Table 4.9**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NO | Teacher Instructional Talk Classification | JUMLAH | Students’ Perception | | | TOTAL |
| S1.1 | S1.2 | S1.3 |
| I | Word | 10 | 3 | 2 | 3 | 8 |
| II | Phrase | 22 | 4 | 9 | 5 | 18 |
| III | Clause | 25 | 5 | 4 | 3 | 12 |
| **Total** | | **57** | **12** | **15** | **11** | **38** |

The table above illustrated that from 10 words of instructional talk, S1.1 and S1.3 perceive only 3 while S1.2 only 2; from 22 phrases of teacher’s instructional talk, S1.1 perceives 4, S1.2, perceives 9 and S1.3 perceives 5; and from 25 clauses, S1.1 perceives 5, S1.2 perceive 4 and S1.3 perceives 3.

Table 4.10 shows the number and percentage of students’ perception of teacher instructional talk in VIII grade.

**Table 4.10**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total of Teacher Instructional Talk | % | S2.1 | % | S2.2 | % | S2.3 | % |
| 57 | 100% | 12 | 21% | 15 | 26% | 11 | 19% |

The table above indicates that S1.1 perceives 12 (21%) teacher’s instructional talk, S1.2 perceived 15 (26 %) teacher’s instructional talk, and S1.3 perceived 11 (19%) teacher’s instructional talk.

From the analysis, it was found that the teachers used Bahasa during classroom interaction regularly. The table below shows the number of Bahasa that teacher used in the classroom.

**Table 4.11**

|  |  |  |  |
| --- | --- | --- | --- |
| Teachers | Bahasa use | Number of Teachers’ utterance | Percentage |
| Teacher in VII Grade | 138 | 215 | 64 % |
| Teacher in VIII Grade | 307 | 653 | 47 % |
| Total Average | 445 | 868 | 51 % |

The table above illustrated that teacher in VII grade used Bahasa 138 times during classroom interaction with the number of utterances were 215 64%). On the other hand, teacher in VIII grade used Bahasa 307 times with 653 (47 %) numbers of utterances.

**DISCUSSION**

**The Use of Instructional Talk**

It was stated in the findings that the teachers in VII grade used 15 instructional talks and the teacher in grade VIII used 14 instructional talks. These language uses were: Asking for Information, Explanation, Encouraging, Giving Direction, Introducing Material, Attracting Attention, Reminding, Consolidating, Changing Topic, Asking to do Something, Interpreting translating, Finding out about language, Repeating, Checking Comprehension, giving Suggestion. This research also found multi functions that teacher used in classroom interaction. According to Muhayyang (2010:32) teacher instructional talk was divided 24 language functions. This multi function appeared in words, phrases or clauses classification. The example of word, phrase and clause classification can be seen as follows:

1. Words

There were only two words of instructional talk produced by the first teacher and 9 words produced by the second teacher, such as:

1. *finish?* 23 (1: 7A)

The word “finish” above has function as “asking for information” in instructional talk. The situation when the teacher made sure whether the students have done the task given or not.

1. *Correct? Benar? Benar?* 29 (1.7A)

The words above completely have multifunction in instructional talk such as; intrerpreting/translating, asking for information, and repeating. This situation was when one of the students wrote the answer of the teacher’s question on the white board, and the teacher asking to the other students whether the answer is correct or not by asking “correct?” as an indication of “asking for information” and after that she repeated in Indonesian language for twice “betul? Betul”,which indicates that she translated and repeated to make the students understood.

1. Phrase

Both teachers used 23 phrases in their talk, so the total phrases was 46:

1. okay, come on 13(1.7A)

The phrase above illustrates that the teacher motivated her students to keep on doing the task given. That’s why this phrase as an encouraging language functions in teacher instructional talk.

1. Be quite 3 (1.7B)

The phrase indicates that the teacher tried to make the students silent and focused on her talk. So it concludes that the function of the phrase is attracting attention.

1. Look at the picture 6 (1.7B)

The phrase “look at the picture!” indicates that the teacher gave command to the students to see the picture so, researcher concludes that the function of the instructional talk above is “giving direction”

1. Clause

Both teachers 36 clauses in their talk, for example:

1. Last meeting we study about? Apa yang kita pelajari minggu lalu? 7(2.8N)

The clause above indicates that the teacher was asking about the last material which had been discussed in the previous meeting and he translated into bahasa to make it clear to the students about the question. In this situation, the functions of talk are “interpreting/translating and asking for information”.

1. Okey, who can read? 26(4.8N)

The clause above illustrates that the teacher asked the students to read the text without point the student, but he expected that the student wanted to read it. So, the function of this clause was “asking to do something”.

In relation with the instructional talk, this research also found multi function that appeared in their talk. It can be seen on the example of “*Correct? Benar? Benar?* 29 (1.7A)” and “*Last meeting we study about? Apa yang kita pelajari minggu lalu?*” This research found teachers mostly use interpreting/translating language function. They usually translated their talk, so they could be becoming habitual in their talk. The researcher believed a single word should not translate for students because they could get it easily that form. The example of word form was “*correct? Benar? Benar?”.* The researcher believed that student can understand teacher talk even though she didn’t translate for them. Sert (2010) said that code switching can performed as an automatic and unconscious behavior. It can be said this code switching appears because teacher usually does without considering other aspects.

Hoffman (1991:113) explained that code switching could occur quite frequently in an informal conversation among people who were familiar and have a shared educational, ethnic, and socio-economic background. It was avoided in a formal speech situation among people especially to those who have little in common factors in terms of social status, language loyalty, and formality. In relation from this research, the researcher found teachers switched their language to made students understand and get the subject that they explain in front of classroom. This was the formal situation in this case educational process.

In relation with the code switching, the findings shows that teachers used language function interpreting/translating to make their students understood and avoided misunderstanding between them. Lehistle (in Auer 1998:76) said that better to switch from language to language during the conversation with other people. To create the smooth communication, the important aimed to use bilingual or two languages is to build the same idea about the same topic of conversation, to help us make our intention clear to the listener.

**The Modification of Teacher Instructional Talk**

There were 3 modification made by the teachers:

Substitution

1. Finish? 23 (1.7A)

The teacher produced the word ‘finish” with /‘finis/ whereas it should be /finiʃ/. It indicates that the teacher modified the sound by changing /ʃ/ to be /s/.

1. Think

The teacher produced the word “think’ with /tink/ whereas it should be /θiŋk/. It indicates that teacher modified the sound by changing /θ/ to be /t/.

The data above shows that the teacher makes a substitution of phonemes. This substitution appeared because teachers cannot produce a certain sound so that they have to produce because of that they tried to substitute with the similar sound from their first language. Faingold (1990) said that substitution is a context-free process, and that assimilation is a context-motivated process.

Deletion

1. Home

The teacher pronounced the word “home” with /’hom/ where it should be /hoʊm/. It indicates teacher modified the sound by deleting phonem /ʊ/. It is called deletion of phonemes.

1. Next

The teacher produced the word “next” with /neks/ whereas it should be /nekst/. It indicates teacher modified the sound of the word by deleting phoneme /t/. It is called deletion of phonemes.

Addition

1. Pour

The teacher produced the word “pour” with /po’ur/ whereas it should be /pɔr/. It indicates that teacher modified the sound by adding the phoneme with /u/. Teacher voiced /u/ sound from this word. It indicates that the teacher made an addition of phonemes from this word.

1. Section

The teacher produced the word ‘section” with /‘sek’sion/ whereas it should be /’sekʃǝn/. It indicates that the teacher modified the sound by adding /io/. It indicates that the teacher made additional phonemes.

There were some modifications that teachers used during classroom interaction; substitution, deletion and addition. Elis (1997:45) said that modifications happen because of input and interaction. In this research, teachers modify their research because they concerned to the students. The teacher said in the interview that she rather chose students to understand the content of the subject than she has to pronounce English correctly. This indicates teacher chose to use Indonesia English received the pronunciation. The other indication also shows in this research that teachers didn’t know how to pronounce that English sound in correct way.

**Students Perception toward Teacher Instructional Talk**

1. Okey, come on 13(1.7A)

It shows teacher pronounce with /okey, ‘kam’on/. This pronunciation was followed to all students as participants in this research. It indicated that teacher succeed with their talk in classroom interaction, even though it was not in correct pronunciation. The correct form of this phrase was /oʊ’kei, ‘kǝm’ɔn/

1. Understand? Understand 2(1.2.8G)

It shows teacher pronounce with /ander’stand/. This pronunciation should be pronounce with /ǝnder’stænd/ but teacher didn’t pronounce it properly. In the other hand students pronounce as what teacher did. It indicates that teacher success in transfer his pronunciation to students.

***Students Rejection***

1. Any question maybe, mungkin ada yang ditanyakan? 17(1.7A)

This datum shows teacher pronounce this word with /’eni: ‘kwes’cen ‘meibi/. This phrase should be pronounce /’eni: ’kwestʃǝn ‘meibi/. Even though teacher pronounce this phrase with incorrectly, students also pronounced this phrase with different way. It indicates teacher not success to influence students’ pronunciation.

1. Apa itu near? Near? near 13(4.8N)

This datum shows that teacher pronounces this word with /’nir/. This pronunciation was not followed by the students. All of students pronounce with /ni’er/. This indicated teacher not success to transfer his pronunciation to students even though he already had a correct pronunciation by saying /’nir/

**Influencing Factors of students’ perception of teachers’ instructional talk in classroom interaction**

There are some factors influencing the students’ perception in phonological features:

Teachers’ factor

The first factor that made students pronunciation low than their teacher is because teachers usually use multi function of their instructional talk. They always combine their talk with interpreting/ translating. It makes the students only focus on the result of the translating rather than the English. Besides that, the teachers mostly use Indonesia in classroom.

Limited time

Teachers sometimes come late in the classroom, so that, the provided time will decrease. Time for English in a classroom is only two hours. It means that students’ have limited time to hear and practice their English in a classroom.

Environment

The researcher also found that the use of first language is dominant in this area with the local language. English still as a foreign language to students’ environment. They only get English from their teacher with less than 4 hours in a week.

Therefore, there were three factors that influence students’ perception. There were teachers’ factors, limited time and environment. These factors made students hard to pronounce English as same as their teacher. Related to this discussion, according to Ellis (1997:31) about behaviourist learning theory said that language learning should be done regularly. These three factors show all indicators of students hard to perceive English because they do not use English frequently.

**CONCLUSION**

1. Teachers used instructional talk and found several language functions in their talk during classroom interaction.
2. Teachers modified their language with substitution, deletion and addition. They also modified with concerning to their students to make them understand about the content of the subject and also the other indications that teacher didn’t know the correct pronunciation.
3. Students did not show good perception of teacher instructional talk. They showed the lowest grade of students’ perception of teachers’ instructional talk. They used different ways to pronounce English. There were three factors that influence students’ perception; teachers’ factors, limited time and environment.

**SUGGESTION**

Based on the conclusion above, the writer recommendations for English teachers to carry out an analysis in terms of phonology, especially on the basis of features in order that they can easily identify which sounds are easy for students and which ones are difficult and need additional attention; to improve their knowledge especially in pronunciation, to become a good model as well as an their teaching method; and to give a good model to their students to demonstrate the correct way to pronounce certain sound of English.

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1. An article developed from a Master Thesis in English Language Education of Graduate Program, State University of Makassar, Indonesia under the supervision of Muhammad Amin Rasyid and Maemuna Muhayyang. [↑](#footnote-ref-2)