

AN ANALYSIS OF TEACHER TALK IN ENGLISH FOREIGN LANGUAGE CLASSROOM

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Abstract

The present study investigates errors teachers produce while teaching in an English Foreign Language (EFL) classroom. The respondent involved in this study is an English teacher at a favourite junior high school in Makassar, South Sulawesi. This research is conducted through descriptive qualitative design. The instrument used is recording. The data analysis shows that the teacher makes phonological and syntactical errors in using English as the language of instruction in teaching. The most frequent errors made by the teacher in phonology is on pure vowel and diphthong, either syntax on the incomplete form of questions and word order.

Keywords: *error analysis, EFL, teacher talk*

Introduction

Communication is essential in language teaching. Many scholars have investigated the relationship between communication and academic achievement. The learner's academic achievement is influenced by the successful communication between teacher and students (Ndongko & Agu, 1985; Weheba, et al., 2006 & Bee, 2012). Most of the communication in class uses two-way communication. Two-way communication happens when one person, as the sender, transmits a message, and there is a receiver to get the message and gives the response. In the classroom, it comprises the teacher and students talking. Teacher talk is everything the teacher says in the school during the teaching process, and student talk is all the language response from students during the teaching and learning process. Teacher talk is an exciting issue to be concerned. Besides, the teacher is a facilitator who facilitates and organizes the whole class management; the teacher is a source of comprehensible input in acquiring the target language.

Nunan (1991) says, "teacher talk is crucial, not only for the classroom organization but also for the acquisition processes. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. Regarding the acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner will likely receive."

As forwardly stated, that teacher talk is essential in the process of language acquisition. Second language acquisition theory promotes that high-quality input becomes vital to the success of the language learning process. The teacher does a high

rate of speaking dominance during a teaching in the classroom. It is supported by Menegale (2008), who has found that the teacher dominates the talking time in class; Bolitho (2008), who found that teacher domination in classroom teaching is divided into three. Those are asking, answering, and evaluating.

The teacher is considered a source of comprehensible input in the EFL classroom. Based on Krashen's theory, acquisition occurs through a learner's access to comprehensible input. He comments that the input, which is incomprehensible to learners, is not likely to cause learning to take place. Teacher talk is the primary input source for language exposure in classroom learning, which is more important for foreign language learning. So, teachers should make their input comprehensible and in the right quantities.

Ironically, the teacher plays an essential element in successful learning, but many errors appear in producing foreign language in terms of Morphology, phonology, and syntax. The first language might cause it. Godrick (2016) stated that linguistic representations from distinctive features of language shape speech error distributions. The result of the study proves that. Abushihab (2014) found that the Turkish learner made some errors in English, 179 grammatical errors, of which 27 errors are in tenses, 50 errors in the use of prepositions, 52 errors in the use of articles, 17 errors in the use of passive and active voice and 33 were morphological errors.

There are some linguistics aspects to be concerned with. Those are morphology, phonology, and syntax. First, what is morphology? Morphology focuses on the word formation of a language. Various terms will be appeared, such as free morpheme, bound morpheme, inflexion, and derivation. A free morpheme can stand on its own as an entire word. Meanwhile, a bound morpheme must be attached to a free morpheme. While inflexion is the process by which affixes combine with roots to indicate basic grammatical categories such as tense or plurality. The derivation is the process by which affixes combine with roots to create a new word. The derivation is viewed as using existing words to make a new word. Not all language has this kind of term as their language rules, especially in Indonesian. Most English speaker in Indonesia generalizes because of the influence of their first language. Second, what is phonology? Phonology studies how sounds are organized in particular languages. The goal of phonology is to understand the implicit system of rules that the speaker uses in apprehending and manipulating the sounds of her language. Kinds of phonological rules are assimilation, dissimilation insertion, and Deletion.

Assimilation is a process by which a sound becomes more like a nearby sound. Dissimilation is the opposite of assimilation; two nearby sounds become less alike. Insertion is a new sound is inserted. Meanwhile, Deletion is a phoneme that is not pronounced in specific environments. Most English speakers in Indonesia mispronounce English words. Last, how about syntax? Syntax refers to the ways words and phrases are arranged to form sentences. Kinds of phrases, clauses, tenses, and coordinate words will soon be covered in syntax. It seems like math from a linguistic aspect. Most English speaker in Indonesia needs to improve in arranging English sentence.

Indonesian learners have been found making errors in speaking English, especially in terms of phonological, morphological, and syntactical aspects, in English as a foreign language. Meanwhile, the school setting is one supportive environment for second language acquisition (English). Teacher talk is the concern. Thus, teacher talk becomes essential to be investigated. Therefore, the author investigated teacher talk in EFL

classrooms under “An Analysis of Teacher Talk in English Foreign Language Classroom.” This is a kind of mini research; the author visited the school and recorded teacher talk in one meeting during the whole teaching process. The recorded data has been formed into transcription and analyzed further through error analysis.

Method

This is a descriptive qualitative design. The author recorded the teacher's talk during the teaching process in one meeting. The recorded data has been formed into transcription and analyzed further through error analysis.

Result and Discussion

This part presents the findings of the research and the discussion of the research findings. The research findings cover the errors made by English teacher in junior high school in terms of phonology and syntax.

Phonological Errors

The following part presents the types of errors made by English teachers in junior high school in terms of phonology. The following tables represent some errors words in pronunciation, and the tables are divided into vowels and consonants with each table and extract.

Vowel

Table 1. Errors in Pronouncing Vowel

Vowels	Teacher statements	Incorrect sounds	Correct sounds
Pure vowels	examples	/igzampəls/	/ig'za:mpəls/
Front vowels	please	/plis/	/pli:z/
/a:/	stand up	/sten ^p/	/stænd ^p/
/i:/			
/æ/			
Central vowels	was	/was/	/wəz/
Diphthongs	Reload	/rilod/	/ri:ləʊd/
/əu/	go	/go/	/gəu/
/aʊ/	how	/hou/	/haʊ/
	down	/doun/	/daʊn/

Table 1. above presents the types of phonological errors in EFL class. Further description can be seen in the following extracts:

Extract 1: Front Vowel /a:/

Teacher : pasangannya. Examples, I was sad. What is the meaning?

In extract 1 above, the teacher mispronounces “examples” by saying “/igzampəls/. It should not be sounded /a/, while the correct one is /a:/. Thus, the teacher should pronounce it “/ig'za:mpəls/”. In pronouncing examples /ig'za:mpəls/, the /a:/ should sound longer.

Extract 2: Front Vowel /i:/

Teacher : okay, were they happy?... okay, silahkan dicatat dulu. Ya, **please** write down everyone! Take your book! Eeh ya! In the middle, left side, and right side. semua deh! silahkan dicatat!

In extract 2 above, the teacher mispronounces “please” by saying “/plis/” It should not be sounded /i/, while the correct one is /i:/. Thus, the teacher should pronounce it “/pli:z/”. In pronouncing examples /pli:z/, the /i:/ should sound longer.

Extract 3: Front Vowel /æ/

Teacher : **Stand up**, all of you please!

In extract 3 above, the teacher mispronounces the word “stand up” by saying “/sten ^p/” It should not sound /i/, while the correct one is /i:/. Thus, a teacher should pronounce it “/stænd ^p/”. In pronouncing stand up /stænd ^p/. It sounded /æ/, not /e/.

Extract 4: Central vowels /ə/

Teacher : Al-Adzim, Al-Adzim !okay. What we’ll going to discuss, please?
The use of was and ?were. Kalau subjectnya I, pasangannya apalagi?

In extract 4 above, the teacher mispronounces the word “was” by saying “/was/” It should not be sounded /a/, while the correct one is /ə/. Thus, the teacher should pronounce it “/wəs/”. In pronouncing stand up /wəs/. It sounded /ə/, not /a/.

Extract 5: Diphthongs/əu/

Teacher : Faizul Haq, **go** back to your seat, please.

In extract 5 above, the teacher mispronounces “go” by saying “/go/” It should not be the sound /o/, while the correct one is / əu /. Thus, the teacher should pronounce it “/gəu/”. In pronouncing go /gəu /. It sounded /əu/, not /o/.

Extract 6: Diphthongs/əu/

Teacher : Okey, Hmmm.

Bima, I have a question for you. Can you tell me **how** is your feeling today?

In extract 6 above, the teacher mispronounces the word “how” by saying “/how/” It should not be sounded /hou/, while the correct one is /haʊ/. Thus, the teacher should pronounce it “/haʊ/”. In pronouncing go / haʊ /. It sounded /aʊ/, not /oʊ /.

Syntactical Errors

The following part presents the types of syntax errors made by English teachers in junior high school. The following tables represent some sentence-forming errors; the tables are divided into syntactical errors. Those are sentences with no object, incomplete form of question and word order completed by extracts.

Table 2. Syntactical Errors

Syntactic Error	Teacher talk based on the transcription	It should be
No object	<ul style="list-style-type: none"> • Ooh, spend in your house • Who can fix 	<ul style="list-style-type: none"> • Ooh, spent it in your house • Who can fix it?
Incomplete form of questions	<ul style="list-style-type: none"> • He is sick? • Who know? • Girl can you make remember again? • Not bad? Good? • Today? Tomorrow? • The others? 	<ul style="list-style-type: none"> • Is he sick? • Who knows? • Girl, can you remember it? • Was it not bad? Was it good? • What about today? Why should be tomorrow? • What about the others?
Word order and Diction	<ul style="list-style-type: none"> • Oh, spend in your house • Oh, go to Trans Studio • Who can find out the difference between this sentence? • is it so twenty first? 	<ul style="list-style-type: none"> • Oh, spent it in your house • Oh, went to Trans Studio • Who can find out the difference among these sentences? • is it twenty first?

Extract 7: No Object

Teacher : Ooh, spend in your house

In extract 7 above, the sentence "Ooh, spend in your house" has no object. It should have consisted of an object; the proper object is "it". The correct sentence is, "Ooh, spend it in your house."

Extract 8: No Object

Teacher : itu kan miss yang cerita dulu.

Faizul, have you done? Go back to your seat, please.

In extract 8 above, the teacher does not put an object in the sentence by saying "Faizul, have you done?". It should have consisted of an object; the proper object is "it". The correct sentence is "Faizul, have you done it?"

Extract 9: No Object

Teacher : Who can fix? Siapa yang bisa perbaiki?

In extract 9 above, the teacher does not put an object in the sentence by saying "Who can fix? Siapa yang bisa perbaiki?". It should have consisted of an object; the proper object is "it". The correct sentence is "Who can fix it? Siapa yang bias perbaiki?"

Extract 10: Incomplete form of questions

Teacher : He is sick?

In extract 10 above, the teacher misuses the question form by saying, "*He is sick?*" It should be said, "*is he sick?*" In forming a simple question, the auxiliary verb subject should be preceded by an auxiliary verb.

Extract 11: Incomplete form of questions

Teacher : Tomorrow? I haven't remembered what we have in the class in the last meeting. Apa sih yang dibahas di pertemuan terakhir? Who know? What we have discuss last meeting? What? I don't remember. What is that?

In extract 11 above, the teacher misuses the question form by saying, "*who knows?*" It should not be said, "*who knows?*" In this form, the verb is added by "s".

Extract 12: Incomplete form of questions

Teacher : Hmmm, what is it? Girl, can you make remember again?

In extract 12 above, the teacher is a misusing verb by saying, "*Girl, can you make remember again?*" It should be said, "*Girl, can you remember again?*" In the sentence above, "make" should be omitted because the sentence already consists of the verb "remember."

Extract 13: Incomplete form of questions

Teacher : Not bad? Good?

In extract 13 above, the teacher misuses the question form by saying, "*Not bad? Good?*" It should be said, "*was it not bad? Was it good?*" The sentence above should be completed by an auxiliary and an object.

Extract 14: Incomplete form of questions

Teacher : Today? Tomorrow?

In extract 14 above, the teacher misuses the question form by saying, "*Today? Tomorrow?*" It should not be said, "*What about today? Why should be tomorrow?*" The two sentences above should be completed by a question word, a preposition and a modal.

Extract 15: Incomplete form of questions

Teacher : *The others?*

In extract 15 above, the teacher is misusing question form by saying, "*The others?*" It should not be said, "*how about the others?*" The sentences above should be completed by question word and preposition.

Extract 16: Word Order

Teacher : Ooh, spend in your house

In the extract above, the teacher misuses a verb in simple past tense by saying, "*Ooh, spend in your house*". The word "spend" should be changed to "spent". In forming simple past tense, the verb should be a past participle.

Extract 17: Word Order

Teacher : Oooh, go to Trans studio.

Well, I hope that your long vacation will not make you forget that...

In the extract above, the teacher misuses verbs in simple past tense by saying, "Oooh, go to Trans studio." The word "go" should be changed to "went". In forming simple past tense, the verb should be a past participle.

Extract 18: Word Order

Teacher : Next week, we are going to review and find out.

Okay, who knows? Who can find out the difference between this sentence? Today and yesterday.

The extract above shows the misused teacher plural form by saying, "Who can find out the difference among these sentences?" The word "this" should be changed to "these". The word "sentence" here means more than one sentence, so "this sentence" should be plural of "these sentences".

Extract: Word Order

Teacher : Ok, let's check it out. Is it so twenty first?

In the extract above, the teacher misuses the conjunction 'so' by saying, "is it so twenty first?" The word "so" should be omitted because this sentence is not compound.

Discussion

In this research, the study aims to find the errors produced by EFL teachers in speaking English during the teaching and learning process. The teacher talks during a meeting in Junior High School; Writers discovered that the conversation comprised some errors. The author found two types of errors produced by the teacher. Those are phonological errors and syntactical errors. Numbers of phonological errors in the term pure vowel are front vowel, central vowel, and diphthongs. The errors in the front vowel occur three times, the central vowel occurs once, and the diphthong occurs four times. The numbers of syntactical errors are sentences without objects, incomplete form of questions, and word order.

The errors in misuse of objects in sentences occur three times. The errors in forming the question in a sentence occur six times. Last, the teacher misuse word order appeared seven times. It dominated the errors in pure vowels, word order, and forming questions. In sum, the errors in the English language teaching process in Junior High School were front vowel, central vowel, diphthong, misuse of the object, word order, and question formation. The data will be displayed as follows:

Table. 3 Types of Errors

No	Types of Errors	Incorrect	Correctness
1.	Pure Vowel Front Vowel Central Vowel	-examples/igzampəls/ -please/plis/ -stand up/sten ^p/ -was /was/	/ig'zɑ:mpəls/ /pli:z/ /stænd ^p/ /wəz/
	Diphthongs	-reload/rilod/ -go/go/ -how/hou/ -down/doun/	/ri:ləʊd/ /gəʊ/ /haʊ/ /daʊn

No	Types of Errors	Incorrect	Correctness
2.	Syntax	No Object - <i>Ooh, spend in your house</i> - <i>Faizul, have you done?</i> - <i>Who can fix</i>	- <i>Ooh, spent it in your house?</i> - <i>Faizul, have you done it?</i> - <i>Who can fix it?</i>
		Incomplete form of questions - <i>He is sick?</i> - <i>Who know?</i> - <i>Girl can you make remember again?</i> - <i>Not bad? Good?</i> - <i>Today? Tomorrow?</i> - <i>The others?</i>	- <i>Is he sick?</i> - <i>Who knows?</i> - <i>Girl can you remember again?</i> - <i>Was it not bad? Was it good?</i> - <i>What about today? Why should be tomorrow?</i> - <i>What about the others?</i>
		Word order/ Diction - <i>Oh, spend in your house</i> - <i>Oh, go to Trans studio</i> - <i>Who can find out the difference between this sentence?</i> - <i>is it so twenty first?</i>	- <i>Oh, spent it in your house</i> - <i>Oh, went to trans studio</i> - <i>Who can find out the difference among these sentences?</i> - <i>is it twenty first?</i>

Conclusion

The main objective of this research is to investigate and classify the errors in phonology and syntax made by EFL teachers. Based on the data analysis above, the author found that the most frequent errors from the teacher talk in phonology were pure vowels and diphthongs, either syntax, incomplete form of questions, and word order. Shortly this result shows that sometimes teacher makes phonological and syntactical errors while speaking English in the classroom. Meanwhile, the author finds morphological errors in this case. After all, the teachers should know they are the comprehensible input in language learning. So, reducing errors in talking is highly expected.

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