An Analysis of Phonological, Morphological and Syntactical Errors on Teachers' Talk in EFL Classroom

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ABSTRACT

This study investigated the teachers' talk errors from phonological, morphological and syntactical aspects committed by EFL teachers during the classroom instruction. It employed descriptive qualitative research. Through recording and transcription of teachers' classroom meeting, the researcher found that the errors of teachers talk occurred 96 times and the phonological errors dominated the teachers' talk errors. It reached 55.2 % or occurred 53 times. The phonological errors covered the mispronouncing of pure vowels, diphthongs, triphthongs and some consonants. Furthermore, the second type of errors was the syntactical errors. They were committed 34 times or reached 35.4%. the errors comprised the the incorrect word order and sentence structure or the misuse of tense. Meanwhile, the morphological errors were done 9 times or only reached 9.4 %. The errors included the misuse of verb, noun and pronoun. The result of the study revealed that the EFL teachers who are supposed to be the role models in using proper English, frequently make errors during classroom interaction. so that the result of the study is significant and expected to be able to raise the awareness of the EFL teachers about the importance of teacher talk in classroom interaction.

Keywords: *Teacher talk, Phonological error, Morphological error, syntactical error*

Introduction

An English learner may find English as challenging to be mastered. It is understandable considering learning English as a foreign language is quite difficult to be mastered because there will be many errors that occur both in terms of phonetic, lexical and grammatical (Lekova, 2010). The errors in learning English are significant and not entirely caused by differences between the native language of the learner and the language he is learning. Speaker or writer who failed in transferring the items or structures that are different in both of languages is referred to as negative transfer or interference. According to Zaim (2002) interferences happens because the learner makes the similarity between the sentence in English as target language and the sentence in Indonesian as mother tongue or the learner's native language.

The success or failure of the teaching and learning process in the classroom is largely dependent on the role and duty of the teacher. Therefore, the teacher should be communicative as much as possible to the students so they may comprehend what the teacher talks about. The language used by the teacher is a means of communication between teacher and student in their daily classroom interaction. so that, the language used by the teacher is very crucial. Xiao-Yan (2006) assumed that the teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. Teaching objectives and classroom management are both accomplished through teacher's talk. Moreover, Language teachers can use their speech to enhance student involvement and performance as well as to foster a positive attitude toward themselves. A number of studies shown the quality of teacher talk as the main aspect of the teacher's behavior believe to give a great impact on the students' language learning (Xiao-Yan, 2006). The presences of certain features of teacher talks such as feedback and question have impact on the students' achievement.

Richards (1992) defines teacher talk as that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners. Furthermore, Rod Ellis has also developed his own theory on teacher talk, which he defines as the special language that teachers employ when addressing second language (L2) learners in the classroom; it is viewed as a register, with its own unique formal and linguistic properties (Ellis, 1994).

Teacher talk is imperative for both the organization of the classroom and the process of second language acquisition. It is essential for the organization and management of the classroom because through that speech, the teachers either successes or failed in implementing their teaching plans. So, anything that teacher' plans and do in their classroom need to be verbalized and classroom interaction is the crucial to success of any carefully planned teaching unit (Nunan, 1995). So in sum, teacher talk plays an important role in EFL classroom, which are both the source of students acquiring target language and means of classroom management (Dong-Lin, 2008)

According to Mattarima & Hamdan (2011), In the context of Indonesian schools, EFL learners' motivation is still a concern. Not just the student, but also the English teacher, is the key issue. Most of English teachers in Indonesia are Indonesian native speakers or non-native speakers of English. Consequently, there are specific features in their English production influenced by their first language and the environment. Considering the teacher talk is significant and essential input in the class, a teacher occasionally needs to adjust the input to be more comprehensible to the learners. The condition makes Indonesia English teacher sometimes commits errors in his/her English production and the errors mostly come from teacher's pronunciation. The result is the EFL learners are found less motivated in learning English because of the errors of teacher's talk in teaching and learning process.

Furthermore, as the role model, a teacher should provide a good models of standard target language in the classroom.

however, the facts shows that some of the errors committed by students could be the teacher-induced. It is very likely that such an error in a language teacher's speech or writing will be adopted and reproduced by students (Schummann, 1978)

In addition, a number of studies have examined into teacher talk in the past and its connection to linguistics elements in the classroom. The author uses certain studies that are relevant to the subject of this research. The first study was carried out by Sharpe (2008), the study observed about the relations between teacher talk and its uses in supporting the language learning from two History lessons that occurred at the beginning of the first year of high school in an independent Australian boys' school. The study shows that teacher can use talk strategies to lead the students developing their skills in learning the language. She elaborates those strategies as technical language, modifying questions and recycling ideas while the process of teaching and learning are running.

The second study was conducted by Culican (2007), which investigated the problems and challenges the teacher face in conducting teacher talk. The result of her study showed that there are some problems such as preparing, identifying and elaborating materials they will used in the classroom and consequently the teacher cannot find a good way to construct a good teacher talk.

The third study was proposed by Astiti (2012), which analyzed the teacher talk in English classes in EFL Classroom. From the result of her study, it was indicated that the teacher talk in the classroom has many variations and she took two ways the teacher can used in conveying the teaching materials in EFL classroom namely teacher talk as a mediator and evaluator. In the last part of her study, she summarized that there are three major of teacher talk aspects, covering physiological aspect, interpersonal aspect, pedagogical aspect, which are stated as strong/effective aspects.

The fourth study was conducted by Setiawati (2012), in her study, she analyzed the teacher talk in English for young learners classroom. Her study focused on the constructive teacher talk that is used to construct students' knowledge and develop their motivation in learning the target

language. She found that teacher talk serves not only as a medium to achieve young learners' learning objectives but also as a media to build better dynamic interaction between teacher and students in classroom settings. As a result, it is advisable for all English for young learners' teachers to improve their effective constructive talk towards their students.

The last study the was performed by Mulyati (2013) who analyzed the teacher talk and the student talk in classroom verbal interaction to develop speaking skill for young learners. Her result of the research found that the realization of verbal classroom interaction especially teacher talk and students talk that occurred during teaching speaking can be seen in the process of teaching and learning in the classroom. From her study, it showed that the teacher's roles are elaborated as director, manager, and facilitator.

Based on the statements above, the facts proved that there were many issues related to EFL teacher's talk therefore, it is an urgency for the researcher to conduct research about teacher talk errors in terms of phonological, morphological and syntactical made by EFL teachers in learning and teaching process to find out what types of teachers' talk errors are made by EFL teachers in the classroom.

This research is important, especially in improving students' skill in English. As the model for their students, teacher should be able to reflect a good model of English use in their teaching activity or in communicating with the students. By giving a good example of using English in a correct way, the students will try to imitate what the teacher does intentionally and will also try to use English correctly. The effort to minimize these errors by the teachers might be consistently listening to English conversation or audio and intensively practicing their pronunciation.

Theoretically, the result of this research is expected to give information more detail about how to apply teacher talk in teaching English especially in teacher utterance in terms of phonology, morphology and syntax. Practically, the result of this research is expected to be useful information for the English teachers in learning and teaching process and as a reference for the next researcher who is interested to conduct research in the same area.

Method

This research investigates the phonological, syntactical or morphological errors in teacher talk in teaching English. By discipline, this research was under Applied Linguistics. It deals with teaching and learning English. The research employs descriptive qualitative method. This qualitative research provides the data as they naturally occur without manipulating them. The data were taken from the recording of teaching activity of two English teachers in a Junior high school in Sinjai. The subject of this research is English expressions spoken by the teachers while teaching in EFL classroom.

The data collecting was done in steps as follow: first, the researchers asked for permission to record the teachers in their class during the teaching activity. Second, after getting the permission, the researcher placed a recorder in the classroom and let the teaching activity without being interrupted. When the teaching activity had finished, the researcher took the recorder and then transcribed the recording. After transcribing the recording, the researcher rechecked the transcription to ensure everything was well transcribed. Later, the researcher analyzed the parts in the transcription to find out if there were any errors in teachers' talk in EFL Classroom. The technique of data analysis employed the model from Miles and Huberman that comprises three steps, those are data reduction, data display and conclusion drawing or verification.

The study was limited in analyzing the teachers' talk error in linguistics aspects namely phonology, syntax and morphology. The data then processed and presented descriptively.

Findings and Discussion
Findings

This part presents the findings and the discussion of the research. The findings of the research cover the errors made by English teacher in term of phonology, morphology and syntax. This part examines the result of further investigation of teacher talk which extracted from the recorded data and transcription text in term of phonological, morphological and syntactical errors.

After analyzing the data from recording and transcription, it was found that there are 108 errors committed by two EFL teachers in

the classroom during the instruction. The phonological aspect occupied the most frequent errors committed by the teachers. From 96 of the totals of teachers' talk errors, the phonological errors were performed 53 times or reached 55.2%, the morphological errors were done 9 times or reached 9.4% and the last is syntactical errors were committed 34 times or reached 35,4%.

The following explanation will elaborate the findings in detail:

Phonological Errors

The following part presents the types of errors made by English teacher in term of phonology. The researcher found that Phonological errors is the most- common mistakes committed by the teachers. The following tables represent some samples of errors in pronunciation. The table shows the errors in terms of vowels and consonants. Vowel consists of pure vowel, diphthong and triphthong.

a. *Vowel and Consonant*

Table 1 Teacher's Errors in Pronouncing Vowel and Consonant

Vowels	Teacher words	Incorrect sounds	Correct sounds
a. Pure vowels	Describe	/de'skrʌıb/	/dɪ'skrʌıb/
1. /i/ become /e/	Description	/de'skrıpʃən/	/dɪ'skrıpʃən/
	Equipment	/e'kwıpmənt/	/ɪ'kwıpmənt/
2. /ə/ become /u/	Carefully	/'ker'fuli/	/'kɛəfəli/
	Furniture	/'furnıtʃur/	/'fɜːnıtʃə/
3. /ə/ become /a/	Paragraph	/'paragrɑ:f/	/'parəgrɑ:f/
4. /ə/ become /o/	Animal	/'enımal/	/'anıməl/
	Work	/work/	/wɜːk/
b. Diphthong	How	/hou/	/haʊ/
1. / aʊ / become /ou/	Down	/doun/	/daʊn/
	Identification	/ɪˌdɛntıfı'keʃən/	/ʌɪˌdɛntıfı'keıʃən/
2. /ʌɪ/ become /i/	Late	/let/	/leıt/
3. /ei/ become /e/			
c. Triphthongs	Require ment	/rıkuayer mənt/	/rıkwaıə.mənt/
1. /aiƏ/ becomes /e(r)/			
d. Consonant /t/ /v/ /l/ and	Teacher words	Incorrect sounds	Correct sounds
	Text	/tɛks/	/tɛkst/
	Seven	/'sɛpən/	/'sɛvən/
	Talk	/tɔlk/	/tɔ:k/
	Cute	/cu:t/	/kju:t/

The table above presents the types of phonological errors on teachers' talk at EFL classroom. It indicates that teacher still have some errors in pronounced English words. The errors occured when they pronounced pure vowel, dipthong and consonant sound.

. The Mispronounced words in the table will be exemplified in the following extracts:

Extract 1: Vowel /i/ become /e/ (describe)

Students : Deskriptif

Teacher : yah deskriptif atau dalam Bahasa inggris kita kenal *descriptive text*. Describe the characteristic of a specific person, animal, or thing...

Extract 2: Vowel /i/ become /e/ (description)

Teacher : ...jadi ingat ada dua, struktur teks identifikasi dan deskripsi atau identification atau description. Coba ulangi?

Students : Identification and description

Extract 3: Vowel /i/ become /e/ (equipment)

Teacher : *And the next paragraph, the second paragraph. My house has two bedrooms, a living room, a dining room, a kitchen and a bathroom. Each of it has its own furniture equipment…*

In pure vowels, the errors occur in the sound of /ɪ/ and / ə/. For the errors of sound /ɪ/, the data can be found in extract 1, 2 and 3 above. The sound of /ɪ/ become /e/. The example can be seen in extract 1, the teacher pronounce the word 'describe' by saying /de'skrʌıb/. It should not be sounded /e/ but it should be /ɪ/. So, the correct pronounciation

is /dɪ'skrʌɪb/. Meanwhile, the teacher also mispronounces 'description' and 'equipment' as /de'skrɪpʃən/ and /e'kwɪpmənt/ while these words should be pronounced as /dɪ'skrɪpʃən/ and /ɪ'kwɪpmənt/.

Extract 4: Vowel /ə/ become /u/ (carefully)

Teacher: ya. Oke. Pada tahap ini saya akan membacakan ya, kalian akan mengamati teks, mendengarkan dengan baik apa yang eee saya bacakan. Ya. Oke. *Listen carefully. I am Gaby. I live in Jakarta. My house in jalan merdeka number ten east Jakarta. It's not a big house. It's small.*

Extract 5: Vowel /ə/ become /u/ (furniture)

Teacher : *My house has two bedrooms, a living room, a dining room, a kitchen and a bathroom. Each of it has its own furniture equipment. We can do many activities there.* Ya. *My bedroom is in the front part of the house. Next to the living room.*

For the errors in sound /ə/, they are exemplified in extract 4 and 5. In this case, the sound /ə/ become /u/, the teachers mispronounced the word 'carefully' and 'furniture' by saying /'ker'fuli/ and /'furnɪtʃur/. It should not be sounded /u/ but /ə/. The proper pronunciation should be /'kɛəfəli/ and /'fə:nɪtʃə/.

Extract 6: Vowel /ə/ become /a/ (paragraph)

Teacher : *okay, sit down please. Take a sit.* Ambil. *Open your hat please.* Buka topinya. Oke, kita lanjut. Itu paragraph pertama tadi ya. *And the next paragraph, the second paragraph.*

Extract 7: Vowel /ə/ become /a/ (animal)

Teacher: Animal. Yah, oke. Eee..sebelumnya ada yang kita pelajari mendeskripsikan apa? Yang ada *idol* nya, my?

Students: (grumbling) my *idol* teacher.

In extract 6 and 7, the errors occurred when the teachers mispronounced the sound /ə/ to become /a/. The teachers mispronounced the word 'paragraph' and 'animal' by saying /'paragrɑ:f/ and /'enɪmal/. It should not be sounded /a/, but should be sounded /ə/. Thus, teacher should pronounce them as /'parəgrɑ:f/ and /'anɪməl/.

Extract 8: Vowel /ə/ become /o/ (work)

Teacher : *my parents and I always directly go home after school and work. We will sit together in the evening, we sit together in the evening and talk about my school and many others. We love our house very much. Our house is really our home.* Ya. Sekarang kita akan menebak kira-kira paragraf pertama itu termasuk dari struktur teks apa? Tadi ada dua. Identification, ya. Yang mana?

Students: (grumbling) ciri umum.

In extract 8 presented above, vowel /ə/ become /o/, the teacher carelessly pronounced the word 'work' by saying /work/ instead of /wə:k/.

Extract 9: Dipthong /aʊ/ become /oʊ/ (how)

Teacher: *good morning, students.* All students : *good morning, sir.*

Teacher: *How are you this morning?*

Extract 10: Dipthong /aʊ/ become /oʊ/ (down)

Teacher: *okay, good.* Ya. Jadi, sekarang anak-anakku saya akan membagikan, eee gambar yang berkaitan dengan teks *my lovely house.* Ya, saya bagikan tapi tolong amplopnya jangan dibuka dulu. *Please write down your group and your member,* ya. *Group one, two, three, four, five, six*

Extract 11: Dipthong /ʌɪ/ become /i/ (identification)

Teacher : Ya. Kita langsung saja masuk pada struktur teks. Jadi ingat ada dua, struktur teks identifikasi dan deskripsi atau *identification* atau *description.* Yang pertama *identification* itu apa? Ciri?
Students : ciri umum.

Extract 12: Dipthong /ei/ become /i/ (late)

Teacher: *why do you come late?* Kenapa datang terlambat?

Rian : (grumbling) …

Teacher: *okay, sit down please. Take a sit.*

In term of dipthong, the errors occur in the sound of /aʊ/, /aɪ/ and /ei/. In extract 9 and 10, the teacher unfortunately mispronounces the word 'how' and 'down' by saying /hoʊ/ and /doʊn/ instead of pronounce them /haʊ/ and /daʊn/. Those are unnecessary mistakes considering those words are used very often in our daily conversation. Furthermore, in extract 11, the teacher mispronounces the word identification by saying /ɪˌdɛntɪfɪ'keɪʃən/ while the correct pronunciation of the word is /ʌɪˌdɛntɪfɪ'keɪʃən/. In addition, in extract 12,

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the teacher pronounces the word 'late' by saying /let/ which should be sounded /leit/.

Extract 13: Triphthong /aiӘ/ becomes /e(r)/

Teacher : Oke, selanjutnya ada.. aa.. *what is the requirement?* yang ke enam, *requirement for the passenger,...*

In term of the triphthong, the errors occur only once. It was in the sound of /aiӘ/ In extract 13, it demonstrated that the teacher mispronounces the word 'requirement' by saying /rɪkuayermənt/. In this case, the sound /aiӘ/ become /e(r)/. Meanwhile, the correct pronunciation is /rɪkwaɪə.mənt/. The triphthong mispronouncing is rarely occurred. The researcher only find one.

Extract 14: Consonant /t/ (text)

Teacher: teks deskriptif atau dalam Bahasa inggris kita kenal *descriptive text.* Kalau Bahasa indonesianya?

Students   : teks deskriptif.

In consonant domain, the errors occur in the sound of /t/, /v/, /l/ and /c/. In extract 14 above, the teacher mispronounces the word 'text' by saying /tɛks/ which the consonant /t/ in final position is silent, while it should be pronounced /tɛkst/ with the consonant /t/ in the final position or being sounded.

Extract 15: Consonant /v/ (seven)

Teacher   : ciri khusus. Jadi, sekarang saya mau kalian mengamati lembaran yang telah dibagikan. Kalau di buku yang terbaru itu ada di halaman *one hundred seven eeh sorry, ninety seven.*

In extract 15, the teacher pronounce the word seven by saying /ˈsɛpən/. The correct sound is /v/ not /p/ . So, it should be pronounced /ˈsɛvən/. To pronounce this sound, the lower lip is pressed against the upper teeth and causing the air to force its way between them.

Extract 16: Consonant /l/ (talk)

Teacher : *We will sit together in the evening, we sit together in the evening and talk about my school and many others. We love our house very much. Our house is really our home.* Ya. Sekarang kita akan menebak kira-kira paragraf pertama itu termasuk dari struktur teks apa?

In the extract 16 above, the teacher mispronounce the word 'talk' by saying /tɔlk/, while the correct pronounciation is /tɔːk/ with the consonant /l/ in the middle position is silent.

Extract 17: Consonant /k/ (cute)

Teacher: binatang sudah, dengan sub tema apa? *My cute*?

Students: *cute cat*

In the last extract, the teacher mispronounces the word /cute/ by saying /cut/, while the correct pronounce is /kjuːt/.

Morphological Errors

In this part, the researcher elaborated the morphological errors made by the teacher while teaching. The morphological errors made by teacher in EFL Classroom are obtained from the aspect of verb, noun and pronoun.

a. Verb

The sample of errors connected with the use of verbs is related to tense and omission. The distribution of errors in these categories are presented in the table below.

Table 2
Teachers' Errors Related to Verbs

No	Category	Sentence	Correction
1.	Omission of -ed	1) Have you finish?	1) Have you finish(ed)?

The data of table 2 indicates that the teacher performed some errors in using tenses in EFL classroom when speaking. The errors are occurred when the teacher used "Have you finish?" instead of "have you finished?". The sentence uses the present perfect tense So the main verb of the sentence should be past participle "finished".

b. Noun

There are three samples of error related to nouns presented in the following table.

Table 3
Errors Related to Nouns

No	Category	Sentences	
1.	Singular/ plural	1) Write down your member	1) Write down (the name of) your member(s)
		2) One of your friend come forward.	2) One of your friend(s) come(s) forward.
		3) Where is the other group?	3) Where is the other group(s)?

From the data of table 3 above, the researcher assumed that the teacher still performed some errors in using appropriate noun in EFL classroom in spoken language. Based on the data, all of the errors related to

the nouns comes from the misuse of singular and plural marks. For the use of singular/plural noun, the errors are derived from the use of singular noun. Nouns of the sentences on the table above should be plural. So, they should be added by "s" as plural mark.

c. Pronoun

The teachers' talk errors related to pronouns is presented in the following table:

Table 4
Errors related to Pronoun

No	Category		Sentence		Correction
1.	Possessive Pronoun	1)	Fauzan please take your friends book on my table!	1)	Fauzan please take your friends' book on my table!
2.	Objective Pronoun	1)	I will repeat again	1)	I will repeat **it** again
		2)	I want to check out	2)	I want to check **it**
		3)	Good morning, how are today?	3)	Good morning, how are (you) today?
		4)	I want it to understand the question,	4)	I want (you) to understand the question,

The data from the table indicates that the teachers couple of errors in using appropriate pronoun in daily conversation. It is accounted that there two mistakes in the use of pronoun. The errors occur in two major classifications, namely: Possessive Pronoun and Objective Pronoun.

Syntactical Errors

The syntactical errors made by teacher will be discussed in this part. The syntactical errors included the word order and the structure of the sentence or grammar. Based on data analysis that has been done, it shows some grammatical errors occurred in teacher utterances, namely the misuse of verb and settling of auxiliary. See the analysis below

Table 5
Syntactical Errors

No	The syntactical errors	The correct form
1	Why he is absent?	Why is he absent?
2	Mango tree in front of the house	Mango tree is in front of the house
3	Have you finish?	Have you finished?
4	An apple tree are in front of the house	An apple tree is in front of the house
5	I want you count till three	I want you to count till three

| 6 | And the second winner from group one. | And the second winner is from group one. |
| 7 | The third winner from group two. | The third winner is from group two. |

The following explanation is the analysis of the data presented in the table above:

For syntactical error number (1), the sentence contains an error in making interrogative sentence which according to the simple present rule, WH questions have to be followed by auxiliary (am, is, are) then subject, object and compliment (see the correct form).

For syntactical error number (2), the sentence shows a nominal sentence which the predicate is not verb but auxiliary (am, is, are). The sentence performs simple present tense but there is no predicate available. The formula of Simple present tense is subject + predicate (am, is, are) + object + complement (see the correct form).

For syntactical error number (3), the sentence is an interrogative sentence in present perfect tense form. The rule of this tense is formed by have/has that followed by past participle. The sentence has syntactical error for having infinitive instead of past participle (see the correct form).

For syntactical error number (4), the sentence formed statement in simple present tense. The nominal sentence uses singular subject, so it should be followed by 'is' instead of 'are'. (see the correct form).

For Syntactical error number (5), the object should be followed by to infinitive. Meanwhile, for the number (6), (7) and (8), the errors are similar with the syntactical error number (2). It is about the misuse of 'to be' in simple present tense form.

Discussion

In the current investigation, the objective of the study is to identify the errors which are produced by the EFL teachers of three linguistics aspects namely phonological aspect, morphological aspect, and syntactical aspect. During teaching and learning process in one meeting through recording, the writer found that the conversation was embodied by some errors.

The researcher tried to figure out three types of errors that were committed by the EFL teachers in classroom. Those are phonological errors, morphological errors, and syntactical errors. Firstly, some of phonological errors found in this research is

mispronouncing vowels and consonant. The errors were found when the teachers used or pronounced *pure vowels, diphthongs,* and *triphthongs.* Meanwhile, the errors also found in pronouncing some consonants.

Secondly, the numbers of morphological errors were the errors related to verb, noun and pronoun. In verb, the teacher mispronounced the verb as infinitive instead of the correct form or using -ed or past participle based on the context or proper tense rule. In noun, the errors committed in the use of plural and singular nouns. The teachers often mispronounced the plural noun without "s" and vice versa. For the errors in the use of pronoun, the teachers performed the errors when they were using possessive pronoun where the teacher did not clearly pronounce 's as possessive mark. The errors were also performed when their sentences were not followed by objective pronoun whereas the existence of that are necessary.

Those mispronounced sounds either in phonological aspect or morphological aspect should not have performed by the EFL teachers if they had practiced their English pronunciation well. This is in line with Febrianto (2021), He concluded that one of external factors causing EFL teacher's pronunciation errors is the lack of English practice and pronunciation training. This kind of error was unnecessarily occurred considering it is crucial for the EFL teacher to have pronunciation skill mastery in order not to mislead the students related to mispronounced words (Rahayu et al., 2019)

Lastly, teachers talk errors were found in syntactical aspect. The findings showed that the teachers performed repeated errors in word order and the omission of important parts of the sentences such as auxiliary or to infinitive.

Conclusion

Based on the research findings, it can be concluded that there are still many errors in teacher talk. The errors made by the teacher concern with phonology, syntax and morphology. The errors are dominated by phonological errors. It reached 55.2 % or occurred 53 times. The phonological errors covered the mispronouncing of pure vowels, diphthongs, triphthongs and some consonants.

Furthermore, the second type of errors was the syntactical errors. They were committed 34 times or reached 35.4%. the errors comprised the the incorrect word order and sentence structure or the misuse of tense. Meanwhile, the morphological errors were done 9 times or only reached 9.4 %. The errors included the misuse of verb, noun and pronoun.

The result of the study revealed that the EFL teachers who are supposed to be the role models in using proper English, frequently make errors during classroom interaction. so that the result of the study is significant and expected to be able to raise the awareness of the EFL teachers about the importance of teacher talk in classroom interaction. The errors should be minimized so that the students will learn and imitate what the teacher does.

Considering the limitation of the study that only reached the identification of teachers' talk errors from phonological, morphological and syntactical Aspect, the future research is expected to be able to explore further information about the causes of these errors especially the possibility of the teachers' first language influence (interference).

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