



Investigating Spoken English Errors: Pronunciation and Grammar among Students of Non-English Majors

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ABSTRACT

Exploring students' errors can reveal the students' knowledge about the target language, and the teacher then can focus on the students' learning problems. Speaking is considered the most like to contain errors among the four language skills. This study aimed at investigate pronunciation and grammatical errors committed by EFL learners in speaking skills. It focuses on classifying pronunciation and grammatical errors using the Target Modification Taxonomy proposed by Carl James. The method used in this study was a case study. In a total, 20 students in an International Tourism College in Aceh were involved as participants. The data were collected by recording the students' utterances in a speaking test. Findings indicate that there were four types of pronunciation errors and five types of grammatical errors. In pronunciation errors, the learners committed errors in omission, overinclusion, misordering, and misselection. In terms of grammatical errors, the students made mistakes in omission, overinclusion, misordering, misselection, and blends. These findings highlight the influence of students' first language (Indonesian) and insufficient exposure to English input. Pedagogically, the results suggest that teachers should integrate minimal pair drills to address common pronunciation problems and provide explicit instruction on subject-verb agreement through focused practice activities

Introduction

English has been taught in many educational institutions as a foreign language in Indonesia. According to Lauder (2008), Indonesia is included in countries where English is a global language but does not use English as an official language. Thus, English is taught as a foreign language in Indonesia. In the learning process, the learners probably face difficulties in mastering the target language. Among the four language skills, listening, speaking, reading, and writing, speaking is considered the one that most potentially contains errors. Speaking is an oral language production that needs spontaneity and cannot be edited like writing. Thornbury (2005, pp. 1-2) states that speaking is speech production in a real-time situation, making people speak spontaneously. It does not mean that speaking is unplanned, yet planning the lesson is limited. Therefore, there is a possibility that the EFL learners commit errors in mastering speaking skills. Mastering a foreign language is a complex process in language learning. The learners often commit errors in the learning process. Therefore, studying error analysis is essential for improving language proficiency. Some experts have defined error analysis in different words with the same purpose. As James (2013) explained, error analysis (EA) is a branch of applied linguistics. EA is a procedure of determining the incidence, nature, causes, and effects of unsuccessful language.

In line with the previous idea, Brown (2007) interprets EA as a study about learners' errors that can be observed, analyzed, and classified to show the language system in the learners. Furthermore, Ellis and Barkhuizen (2009) point out that EA is a set of procedures for identifying, describing, and explaining learners' errors. According to Al-khresheh (2016), EA is a suitable methodology in studying language learners' errors because the cause of errors can guide the decision on the remedy. In EA, we compare the learner's knowledge towards the target language with the 'whole' of the target language with the entirety of the target language as outlined in learning syllabus. By comparing and analyzing it, we can identify the learners' difficulty in the learning process. Thus, we can classify the error committed by the learners.

In the type of errors based on James's (2013) classification, there are five categories: omission, overinclusion, misselection, misordering, and blends. The omission is a part of an error where learners omit words. It will be different with an ellipsis. In addition, beginners tend to affect function words rather than content word by omitting them. On the contrary, overinclusion is a part of an error where learners attach inappropriate remarks to their sentences. Misselection is related to sentence structure where the learners use the wrong form of language structures or morphemes. Misordering is a part of linguistic competence where the learners can select the correct shape to use in the proper context, but they arrange it in the wrong order. Blends are a part of the error where the learners use two well-defined targets.

In classifying the types of pronunciation errors, the researchers analyzed the sounds, which refer to the International Phonetic Alphabet (Hudson, 2012). Based on the IPA, English has 44 sounds to pronounce. It is divided into vowel sounds and consonant sounds, in which vowels have 12 sounds for monophthongs and seven sounds for diphthongs. Compared to Indonesian sound, it has only 5 vowels, i.e. [a], [i], [u], [e], and [o]. Shak, Lee, and Stephen (2016) also divide pronunciation errors into English sounds. There are some English sounds in a consonant, i.e., fricative consonant, plosive consonant, and affricative and silent consonant. While in a vowel: pure short vowel and pure long vowel.

In the classroom setting, those errors are advantageous for both teachers and students to increase the learning quality. Heydari and Bagheri (2012) believe that by knowing the errors, the teacher can understand the students' barriers while learning the target language and design appropriate teaching strategies. In other words, errors committed by the students while studying English as a foreign language can show the students' difficulty and be the basis of planning the proper strategy in the teaching and learning process. Batu, Puspitasari, Barasa, and Sitepu (2018) have found that the most grammatical error made by Indonesian maritime students in speaking English was the simple past tense. On the other hand, Ababneh (2018) also analyzed the pronunciation errors made by two Saudi students and showed that the students had difficulty with vowel sounds and missing consonant sounds. Another study conducted by Fitriani and Zulkarnain (2019) has indicated that pronunciation errors made by vocational college students in Indonesia vary between vowel and consonant production, while grammatical errors are language tenses and plural morphemes.

Error in language learning often happens in productive oral skills. According to Keshavarz (2012), a standard error committed by learners is spontaneous speech rather than written discourse. Thus, there are several studies on mistakes in speaking, that some researchers have previously done. One of the studies conducted by Rahmaniah, Asbah, and Nurmasitah (2018) aims to investigate speaking difficulties and the factors that influence speaking skills encountered by 15 second-year Indonesian Department students in Mataram. The researchers used a descriptive quantitative approach by giving a speaking test and interviewing. The finding in this study indicates that the primary difficulty faced by the students in speaking ability is grammar, followed by fluency, pronunciation, vocabulary, and comprehension. In sum, the researchers conclude that the factors, such as low confidence and fear of mistakes, and external factors, such as the absence of an English community and infrequent English use, influence their speaking skills.

Kovac (2011) conducted a study that aims to determine the frequency and distribution of speech errors made by 101 engineering students in Croatia and the influence of the task type on their occurrence. This study is experimental research in which the data was collected by recording the students' English speech in five different tasks. The findings of this study indicate that morphological errors were dominant due to the omission of articles. In contrast, the distribution of lexical errors showed a relatively low frequency of unintended L1 switches. In conclusion, analysis revealed that the task involving a retelling of the chronological order of events resulted in a significantly higher rate of syntactic errors compared to errors than the other tasks.

A study conducted by Ramasari (2017) focuses on the investigation and description of pronunciation errors in speaking made by 37 Indonesian first-semester students in a teacher education study program. The students were asked to record their speaking ability by choosing the topic discussed in the first semester for about five to ten minutes. This study used Richard and Corder's classification of types and sources of errors. The findings show three types of students' pronunciation errors: pre-systematic, systematic, and post-systematic errors. In conclusion, the sources of students' errors are interference error, intralingual error, and developmental error.

Related to the explanation above, this present study was conducted to investigate the pronunciation and grammatical errors committed by non-majoring English students from a vocational college in Banda Aceh, Indonesia. In analyzing the mistakes, the researcher used Target Modification Taxonomy proposed by Carl James (2013, pp. 106-113) to classify the pronunciation and grammatical errors made by the learners. The researchers expected this study to contribute to teachers, students, and other researchers. Teachers can use this information to be a reference in analyzing learners' errors in speaking proficiency or to design an appropriate teaching strategy and improve the learning quality in the case of speaking difficulty. Simultaneously, students can become more aware of their errors and improve their speaking ability, while other researchers can conduct further scholarly research on these issues.

Method

The researchers identified and described the types of pronunciation and grammatical errors in speaking committed by EFL learners at the International Tourism College (ITC) in Banda Aceh, Indonesia. This research used a case study that focused on a single unit, such as an individual, a group, or a community, to obtain detailed description. Cohen, Manion, and Keith (2005) define a case study as a specific example created to describe a general principle. They also add that a case study can show cause and effect because, in the study, the researchers observed the impact in a natural context. Then, the data to be used was descriptive in words rather than numbers.

The participants of this study were 20 students in ITC. All of whom were non-English majors enrolled in a compulsory English communication course. The participants consisted of twelve females and eight males who ranged from 18 to 22 years old. In selecting the participants, the researchers used purposive sampling, in which the researchers chose the sample based on the students who had taken the General English class. Prior to data collection, participants' proficiency level was determined using the institution's placement test, which indicated that they had basic to intermediate ability in English but still faced challenges in spontaneous oral communication. The researchers intended to obtain the spoken data from the learners' utterances. This study focused on the learners' speaking errors, which were identified by recording their utterances.

The researchers used a spoken diagnostic test to collect the data for this study. They tested the participants one by one in the classroom. The speaking test instrument, which was designed to elicit natural spoken data, consisted of prompts for participants to share their personal information, daily activities, interests, opinions, and plans; these prompts were adapted from validated EFL speaking performance measures by Keshavarz (2012) that focus on collecting spontaneous data for error analysis. The researchers asked seven prepared questions and recorded their answers. The recording was transcribed to identify the error committed by the learners in pronunciation and grammatical aspects.

After obtaining the recordings of the EFL learners' utterances, the researchers transcribed the data. To analyze the data from a diagnostic test, the researcher followed three steps in conducting EA based on Ellis's procedures (2003). First, the researchers identified the errors. The researchers documented the sentence containing the detected error. Second, the researchers described the error, whether it involved pronunciation or grammatical errors. Third, the researchers explained the errors based on the types of errors using the Target Modification Taxonomy proposed by James (2013) to classify the types of errors.

Result and Discussion

The Pronunciation Error

There are 52 errors committed by EFL learners in the pronunciation aspect. Based on the vowel and consonant sounds, these errors are categorized into the error classification from James's theory: omission, overinclusion, misordering, and misselection. In identifying the pronunciation errors, the researchers compared the correct pronunciation with the students' utterances and used the sound symbols to display the errors.

Table 1. Omission in Pronunciation Error

Type of pronunciation error	Word	Correct Pronunciation	Learners' Error
Omission	around	/ə'raʊnd/	/əron/
	breakfast	/'brekfəst/	/brikfəs/
	last	/læst/	/les/
	mount	/maʊnt/	/moun/
	think	/θɪŋk/	/ting/

In Table 1, there are five pronunciation errors committed by the students, classified into omission. For the word *around*/ə'raʊnd/, there is a phoneme /d/ in the final consonant sound. However, the learner pronounced it into /əron/ without the sound /d/ at the end of the word. In the word 'breakfast', 'last', and 'mount', the students pronounced it into /brikfəs/ instead of /'brekfəst/, /les/ instead of /læst/, and /moun/ instead of /maʊnt/. They also missed the final consonant in the sound of /t/. For the word *think*/θɪŋk/, the students pronounced it into /ting/. The final consonant /k/ was missed to be pronounced by the students.

Table 2. Overinclusion in Pronunciation Error

Type of pronunciation error	Word	Correct Pronunciation	Learners' Error
Overinclusion	daughter	/'dɔ:tər/	/dɔftər/
	half	/hæf/	/helf/
	listen	/'lɪsn/	/listən/
	high	/haɪ/	/haɪg/
	masque	/mɑ:sk/	/maskiu/
	hour	/'aʊər/	/haur/

Table 2 indicates the type of pronunciation error in overinclusion. The researchers found six words that the learners mispronounced. There are some silent letters in which the speaker does not pronounce the phoneme in English words. The word 'daughter' should be pronounced /'dɔ:tər/, but the students pronounced it into /dɔftər/ by adding the phoneme /f/ as the middle consonant sound. For the word *half*/hæf/ and *listen*/'lɪsn/, the learner pronounced it into /helf/ and /listən/. The students added the phonemes /l/ and /t/ as the middle consonant sound. The words 'high' and 'masque' should be pronounced /haɪ/ and /mɑ:sk/, but the students pronounced them into /haɪg/ and /maskiu/. They added the phoneme /g/ and /iu/ as the final consonant sound of the words. For the word *hour*/'aʊər/, the learner pronounced it into /haur/ by adding the phoneme /h/ as the initial consonant sound.

Table 3. Misordering in Pronunciation Error

Type of pronunciation error	Word	Correct Pronunciation	Learners' Error
Misordering	nervous	/'nɜ:rvəs/	/nefərs/
	purpose	/'pɜ:rpəs/	/propəs/
	thirty	/'θɜ:rti/	/triti/
	uniform	/'ju:nɪfɔ:rm/	/yunifrom/

In Table 3, the researchers point out the type of pronunciation error in misordering. There are four words found in which the students made errors in ordering the sound to be pronounced. The word 'nervous' should be pronounced /'nɜ:rvəs/, but the learner pronounced it into /nefərs/ in which the phoneme /r/ come after the syllable [fə]. For the word 'purpose', 'thirty', and 'uniform', the learner pronounced it into /propəs/, /triti/, and /yunifrom/ instead of /'pɜ:rpəs/, /'θɜ:rti/, and /'ju:nɪfɔ:rm/. The correct pronunciation of the

phoneme /r/ is in the final syllable of [pɜ:r], [θɜ:r], and [fɜ:r]. In the students' error, the phoneme /r/ comes between the syllable [pro], [tri], and [fro].

Table 4. Misselection in Pronunciation Error

Types of Pronunciation Error	Misselection/Mispronunciation
Vowels (Monophthong)	[ɪ] → [e] exactly, college, English
	[e] → [i] breakfast, wear, bread
	[ʌ] → [o] another, brother, young, cousin, done
	[ɑ:] → [o] o'clock, competition, mom, follow, novel, popular
Vowel (Diphthong)	[eɪ] → [e] take, pray, play, face, translate
	[eɪ] / [ai] / [i]
	[aʊ] → [ou] around, mount, now, house, how
	[θ] → [t] think, bath, teeth, three, something
Consonants	[v] → [f] motivation, university, event, very, novel
	[ð] → [d] that, this, then, another
	[z] → [s] clothes, music, because

In Table 4, the sounds are divided into three parts; vowels (monophthong), vowels (diphthong), and consonants. In the part of monophthong, some sounds are mispronounced, such as [ɪ] become [e] in 'exactly', 'college', and 'English'. The students pronounced the word exactly/ɪg'zæktli/, college/'kɑ:lɪdʒ/, and English/'ɪŋɡlɪʃ/ into /egzæktli/, /kɑledʒ/, and /english/. In other mispronunciations of monophthong is the sound [e] become [i], such as the word 'breakfast', 'wear', and 'bread'. The students pronounced the word breakfast/'brekfəst/, wear/wer/, and bread/bred/ into /brikfəs/, /wir/, and /brid/.

The next mispronunciation of monophthong is the sound [ʌ] become [o] in the word 'another', 'brother', 'young', 'cousin', and 'done'. The students pronounced the word another/ə'nʌðər/ into /ə'nodər/, brother/'brʌðər/ into /brodər/, young/jʌŋ/ into /joŋ/, cousin/'kʌzn/ into /kozn/, and done/dʌn/ into /don/. The last mispronunciation of monophthong is the sound [ɑ:] become [o] as well, such as in the word 'o'clock', 'competition', 'mom', 'follow', 'novel', and 'popular'. The students pronounced the word o'clock/ə'klɔ:k/ into /əklok/, competition/'kɑ:mpə'tɪʃn/ into /kompə'tɪʃn/, mom/mɑ:m/ into /mom/, follow/'fɑ:ləʊ/ into /folou/, novel/'nɑ:vl/ into /nofel/, popular/'pɑ:pjələr/ into /populər/.

In the part of diphthong, mispronunciation occurred in the sound of [eɪ] which becomes [e], [ai], or [i] for the word 'take', 'pray', 'play', 'face', and 'translate'. The students pronounced the word take/teɪk/ into /tek/, pray/preɪ/ into /prai/, play/pleɪ/ into /plai/, face/feɪs/ into /fis/, and translate/trænz'leɪt/ into /translit/. Another mispronunciation in diphthong is the sound of [aʊ] which becomes [ou] for the word around, mount, now, house, and how. The students pronounced the word around/ə'raʊnd/ into /əroun/, mount/maʊnt/ into /moun/, now/naʊ/ into /nou/, house/haʊs/ into /hous/, and how/haʊ/ into /hou/.

In the consonant sounds, the errors emerged in the sound of [θ] into [t] or [sh], [v] into [f], [ð] into [d], and [z] into [s]. The mispronunciation of the sound [θ] is found in the word 'think', 'bath', 'teeth', 'three', and 'something'. The students pronounced the word think/θɪŋk/ into /ting/, bath/bæθ/ into /bet/, teeth/ti:θ/ into /tish/, three/θri:/ into /tri/, something/'sʌmθɪŋ/ into /samting/. Meanwhile, the mispronunciation of the sound [v] is found in the word 'motivation', 'university', 'event', 'very', and 'novel'. The students pronounced the word motivation/'mæʊtɪ'veɪʃn/ into /motifasyen/, university/'ju:nɪ'vɜ:rsəti/ into /unifersiti/, event/'ɪ'vent/ into /efən/, very/'veri/ into /feri/, and novel/'nɑ:vl/ into /nofel/.

The mispronunciation of the sound [ð] is found in the word 'that', 'this', 'then', and 'another'. The students also make error in pronouncing the word that/ðæt/ into /det/, this/ðɪs/ into /dis/, then/ðen/ into /den/, and another/ə'nʌðər/ into /ənodər/. The last sound in mispronunciation of consonants is the sound of [z] which is found in the word's clothes, music, and because. The students pronounced the word clothes/kləʊz/ into /klos/, music/'mju:zɪk/ into /musik/, because/bɪ'kæz/ into /bikaus/.

Concerning the research problem, it was found that the EFL learners in International Tourism College (ITC) made four types of pronunciation errors, namely omission, overinclusion, misordering, and misselection. In omission, the students committed errors mainly in the final consonant sounds of the words. While in overinclusion, the learners made errors in the silent letters. Then in misordering, the students made errors in some specific words, such as 'nervous', 'purpose', 'thirty', and 'uniform'. The last, the errors in misselection are mostly related to vowel and consonant sounds.

The analysis revealed that *misselection* was the most frequent pronunciation error among non-English major students. This tendency can be explained by the influence of the Indonesian phonological system, which lacks certain phonemic contrasts present in English. For instance, sounds such as /f/ and /v/, or /θ/ and /ð/, do not exist in Indonesian, leading learners to substitute these unfamiliar sounds with the closest equivalents from their first language, such as /f/ for /v/ or /t/ for /θ/. This negative transfer from the L1 accounts for the frequent occurrence of misselection errors. In addition, local teaching practices often emphasize written grammar and vocabulary over oral production, which reduces opportunities for students to receive corrective feedback on their pronunciation.

Following the present results, previous studies have demonstrated that pronunciation errors occurred between vowel and consonant production, while grammatical errors occurred in language tenses and plural morphemes (Fitriani & Zulkarnain, 2019). Another study conducted by Ababneh (2018) also showed that the students had difficulty in vowel sounds and missing consonant sounds. A possible explanation for pronunciation errors might be the contrastive sound of the learners' mother tongue and the target language. The number of vowel and consonant sounds in English and Indonesian is different (Achmad & Yusuf, 2014). Based on the IPA, English has 44 sounds to pronounce. It is divided into vowel sounds and consonant sounds, in which vowels have 12 sounds for monophthongs and seven sounds for diphthongs. Compared with Indonesian sound, it has only 5 vowels, i.e. [a], [i], [u], [e], and [o]. Therefore, it may occur errors in pronunciation for EFL learners in speaking English.

The Grammatical Error

In identifying the grammatical error, the researchers compared the correct sentence structure in English grammar to the learners' sentence form. There are 44 errors found in the grammatical aspect committed by EFL students. These errors are categorized based on the sentence structure in English grammar into the error classification from James's theory.

Table 5. Omission in Grammatical Error

Type of grammatical error	Learners' Errors
Omission	• Omission of 3rd singular person in the verb-s form • My teacher give me a lot of homework • Then, mom prepare breakfast • My mom sell the cake in the morning • Omission of verb auxiliary • I not understand • But I not have money • Omission of the main verb • At night, I dinner with friend at home • And then I breakfast • I from Aceh Besar • I happy together • Omission of 'be' • Because Lampuuk near • My hobby reading • Teacher nice • I not tired • I have two brother and two sister • Omission of plural -s • I have three option for OJT maybe • Their name is A and S • I go to some place • Omission of a possessive adjective • Then I brush my teeth

Omission of possessive in
using apostrophes

- Her husband name is S

Table 5. indicates the type of grammatical error in omission. The researchers divided this type of error into seven categories. The first category is the error related to the omission of a third singular person in the verb -s form. There are three sentences in this omission in which the subject of the sentence is the third singular person. In conveying the intention, the students did not add '-s' for the main verb in the sentences. They said 'my teacher give', 'mom prepare', and 'my mom sell'. The second one, the error, relates to verb auxiliary. There are two error sentences in this category where both sentences are in negative form. In expressing their idea, the students did not use the auxiliary before the word 'not'; they said 'I not understand' and 'I not have money'.

The third omission is the error related to the main verb. The students said 'I dinner' and 'I breakfast' without any main verb in the sentences. The fourth omission is the error related to 'be' for explaining nouns or adjectives. The students said 'I from Great Aceh', 'I happy together', 'Lampuuk near', 'My hobby reading', 'Teacher nice', and 'I not tired'. The fifth omission relates to the error in plural form by adding '-s' to show the nouns are more than one. In this case, the students did not add '-s' in the noun, such as the word 'brother' and 'sister' in 'I have two brothers and two sister', the word 'option' in 'I have three options for OJT maybe', the word 'name' in 'Their name is A and S', and the word 'place' in 'I go to some place'.

The last two omissions relate to the error in possessive, i.e. possessive adjective and possessive with apostrophes. In the possessive adjective error, the learner missed the possessive 'my' before the noun 'teeth' in conveying the idea 'I brush teeth'. In using possessive using apostrophes, the learner missed ['s] after the word 'husband' in saying 'Her husband name is S'.

Table 6. Overinclusion in Grammatical Error

Type of grammatical error		Learners' Errors
Overinclusion	Overinclusion of 'be'	• And after that, I'm learn • I'm come from Sigli • And I go to home at five o'clock
	Overinclusion of preposition	• I will to study in college • People cannot to work out

Table 6. shows the type of grammatical error in overinclusion. The researchers divided this type of error into two parts based on the research findings in the grammatical error. The first part of overinclusion is the error related to the use of 'be'. The students added 'be' before the based verb in the simple present tense. They said 'I'm learn' and 'I'm come from'. In the second overinclusion, the error relates to the wrong preposition using. The students add the preposition 'to' between the phrase 'go home'. They said 'I go to home'. In addition, they also put the preposition 'to' after modal auxiliary 'will' and 'can'. They said 'I will to study' and 'People cannot to work'.

Table 7. Misselection in Grammatical Error

Type of grammatical error		Learners' Errors
Misselection	Misselection of a verb form	• After that, I learning again until 4 o'clock • And then, I calling my parents • I came from Abdya • I cannot to cooking • We can sharing my experience and she experience • We cannot to doing homework together
	Misselection of 'be'	• They is so handsome • Their name is A and S

Misselection of verb
auxiliary • I'm not likes pandemic

Table 7. above indicates the type of grammatical error in misselection. This type is divided into misselection of verb form, 'be', and misselection of auxiliary verb. In misselection of verb form, the students used inappropriate verb form to show simple present tense, such as the verb 'learning' in 'I learning again until 4 o'clock', the verb 'calling' in 'I calling my parents', the verb 'came' in 'I came from', the verb 'cooking' in 'I cannot to cooking', the verb 'sharing' in 'We can sharing', and the verb 'doing' in 'We cannot to doing homework'.

In misselection of 'be', the students made errors by using unsuitable 'be' for the subject-verb agreement. They used the plural subject 'they' with be 'is' in 'They is so handsome' and 'Their name is A and S'. For misselection of verb auxiliary, the students used improper verb auxiliary in the simple present tense for the subject 'I' in 'I'm not likes pandemic'.

Table 8. Misordering in Grammatical Error

Type of grammatical error		Learners' Errors
Misordering	Misordering of part of speech	• Is Dubai beautiful • I no have favourite • Thus, in the study for me, make to student is cannot effective • Study campus, my happy • My brother one. My sister three • I like view beautiful • I will become chef the popular in world
	Misordering of possessive	• Name my mother M • My mother name's is N

Table 8. shows the type of learners' grammatical error in misordering. The researchers divided this type into misordering of part of speech, adjective-noun order, and possessive. For part of speech order, the students used 'be' before the subject in the positive statement, such as 'Is Dubai beautiful'. The students also used the determiner 'no' before the verb 'have' to convey that they do not have any in 'I no have favourite'. In addition, the students made inappropriate arrangements for nouns, verbs, adjectives, and be, conveying 'Thus, in the study for me, make to student is cannot effective', 'Study campus, my happy', and 'My brother one. My sister three'.

For misordering in part of speech of adjective-noun, the students made errors in saying the adjective after the noun, such as in 'I like view beautiful' and 'I will become chef the popular in world'. For misordering of possessive, the students said the word 'name' before the person who belongs to, such as in 'Name my mother M'. Moreover, the students used the apostrophes in unsuitable positions, such as in 'My mother name's is N'.

Table 9. Blends in Grammatical Error

Type of grammatical error	Learners' Errors
Blends	Blends of giving opinion
	• I think in my opinion when I was studied at vocational when I was third grade I feel about how to study online

Table 9. shows the last type of grammatical error in blends. In this type, the students wanted to express their opinion by giving opinion twice in a different way. They said 'I think in my opinion when I was studied at vocational'. There was only one case that the researcher found for this type.

Concerning the research problem, it was found that the EFL students in International Tourism College (ITC) made five grammatical errors: omission, overinclusion, misordering, misselection, and blends. In omission, the students made errors using the verb, verb auxiliary, tobe, plural form, and possessive. While in overinclusion, the students committed errors in using tobe and prepositions. Then, in misselection, the students made verb form, tobe, and verb auxiliary errors. Next, in misordering, the students made errors in ordering part of speech and possessive. The last, the errors occurred in blends concerned with giving an opinion.

In terms of grammar, *omission* errors were the most dominant type, particularly in subject-verb agreement. This pattern is also linked to the structure of Indonesian, which does not mark verbs for tense or number. For example, the verb form remains the same regardless of the subject in Indonesian, whereas English requires morphological changes such as the addition of -s for third-person singular subjects. Because this grammatical feature is absent in the learners' L1, students often omit the inflection in English. Furthermore, teaching methods in the local context frequently prioritize reading comprehension and written exercises, providing limited focus on oral accuracy or explicit instruction in morphological rules, which reinforces the persistence of omission errors.

These findings support a previous study that has described the most grammatical error made by non-majoring English students in speaking skills was language tenses, especially in the simple past tense (Batu, Puspitasari, Barasa, & Sitepu, 2018). Language tenses are related to the use of the verb in a sentence. This case became one of the language learning problems for EFL students. Another study conducted by Kovac (2011) has shown that morphological errors were dominant due to the omission of articles. The results are also likely to be related to the learners' first language interference in the grammatical errors. In Indonesian, there are no verb conjugations to show time signaling in expressing time (Sondiana & AM, 2014). In this problem, the EFL learners were interfered by their mother tongue which has a different sentence structure. Thus, it probably emerges problems for the learners in determining the suitable verb in language tenses in speaking English.

Conclusion

Based on the findings and discussion related to the research problem, it can be concluded that there were four types of pronunciation errors committed by the students in speaking skills, namely omission, overinclusion, misordering, and misselection. In omission, the students made errors in the final consonant sounds. In overinclusion, the students made errors in the silent letter. Then in misordering, the students made errors in some words similar to other words in the target language. Lastly, in misselection, the students made errors in pronouncing the vowel and consonant sounds. The pronunciation error which was most frequently happened is misselection because of the contrastive sound of vowel and consonant in English and Indonesian. Thus, the most pronunciation error occurred in the type of misselection.

Whereas in grammatical errors, the students committed five types of errors in speaking skills: omission, overinclusion, misordering, misselection, and blends. In omission, the students made errors in the use of the verb, 'be', plural -s, and possessive. While in overinclusion, the students made errors only in the use of 'be' and prepositions. Then in misselection, the students made errors in the use of verb and 'be'. In misordering, the students made errors in part of speech and possessive. Lastly, in blends, the students made errors in giving an opinion. The grammatical error that was mostly emerged is omission due to the different language structure between English and Indonesian, such as the use of the verb, 'be', plural -s, and possessive. Therefore, the students omitted some parts in the correct sentence structure.

In conclusion, this study has identified *misselection* as the most common pronunciation error and *omission* as the most frequent grammatical error among non-English major students, both of which can be linked to L1 interference and local teaching practices. These findings provide valuable insights for EFL pedagogy. Practically, teachers are encouraged to incorporate minimal pair drills (e.g., /f/ vs. /p/, /θ/ vs. /t/) to address pronunciation difficulties and to provide explicit instruction on subject-verb agreement to reduce grammatical omissions. However, this study is not without limitations. The relatively small sample size and the

restricted setting limit the generalization of the findings. Future research should involve a larger and more diverse participant pool, explore additional types of spoken errors, and investigate the effectiveness of specific instructional interventions designed to address the observed error patterns. By doing so, subsequent studies can offer deeper and more comprehensive pedagogical insights for improving students' spoken English performance in EFL contexts.

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