CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

2.1 Speaking Performance

2.1.1 Definition of Speaking Performance

Speaking is a crucial component of human language. People can communicate and engage with one another by acquiring and studying a language. According to Brown (2004), speaking is a dynamic way to build meaning which involves the production, reception, and processing of data. Afterward, according to Chomsky (1965) as cited in Dewi & Wilany (2022), performance is the actual use of language in settings. It includes internal processes of comprehension and production influenced by memory impairments, attentional gaps, emotional disturbances, physiological flaws, L1 (first language) interference, consciousness, and

noise.

Thus, based on the definitions above, speaking performance is the most visible evaluation of foreign language skills since students display language use right away in their speaking performance. Speaking performance refers to the public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches (Dewi & Wilany, 2022).

2.1.2   Speaking Performance Types

Brown and Abeywickrama (2010) propose five types of speaking as explained in the following:

1) Imitative

This type of speaking requires the test takers to copy a word, phrase, or sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as

the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

2) Intensive

Unlike imitative, intensive speaking does not emphasize pronunciation or phonological aspects. Understanding meaning is needed to respond to certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

3) Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated

to speak promptly. To respond to a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

4) Interactive

The load and complexity of the sentences are the major differences between responsive and interactive speaking. The number of speakers also matters as sometimes it needs more than two people in the conversation.

5) Extensive

Extensive speaking involves a wide range of speech production. It is a monologue. It envelops storytelling, giving long speeches, or oral presentations. Interaction between listener and speaker is minimal. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

Based on the explanation of those types of

speaking performance types, there are imitative, intensive, responsive, interactive, and extensive. In this study, the researcher chose extensive speaking (monologue) which is the speech that will conducted in this research.

2.1.3   Factors Affecting Speaking Performance

There are two aspects that affect students' speaking performance in speaking activities, especially in English, namely linguistic and non-linguistic aspects.

a. Linguistic Aspect

The linguistic aspect of speaking performance is related to language which includes vocabulary, pronunciation, and grammar. Choosing the right vocabulary according to the context is very necessary for conveying information for speaking performance. Sometimes, students will find new vocabulary which will cause them to get

used to using that vocabulary which will then be spoken when explaining the material. Through the correct vocabulary and pronunciation according to the context, listeners will be able to digest the information conveyed clearly. From the vocabulary compiled, it will form a grammatical arrangement. Thus, it makes it difficult for students to arrange it according to the situation and conditions in the existing context even though correct grammar is very important to use in conveying information so that they can know the existing situation clearly.

b. Non-linguistic Aspect

For non-linguistic aspects of speaking performance are things that are outside the scope of linguistics or language, including self-confidence, anxiety, and topic mastery. Confidence greatly affects speaking

performance because if it is lacking, it will cause fear and anxiety if you make mistakes using vocabulary or English during presentations. Topic mastery is also related to self-confidence and anxiety because if the topic to be conveyed can be mastered by students making presentations, then their self-confidence will be high and can reduce anxiety during speaking performance (Astuti, 2019).

Based on the explanation from Astuti (2019) of factors that affect speaking performance above, there are two aspects that are related to the language called linguistic aspect and outside the scope of linguistics or language, including self-confidence, anxiety, and topic mastery called non-linguistic aspect.

2.2 Functional Grammatical

2.2.1 Definition of Functional Grammar

In the field of language teaching, functional grammar has more applications to speaking and writing. The main reason is that functional grammar serves the communicative purpose of EFL students' learning the English language and provides the opportunity for EFL students to recognize the linguistic features of the language, which they need to learn for success at school as Schleppegrell (2004) said as cited in Feng (2013).

Functional grammar, based on systemic linguistics, emphasizes the way spoken and written language operate in different social situations. In particular, it is very useful in showing how texts work beyond the level of the sentence, how different texts are structured, and how language varies to suit the purpose of the users. It takes on a descriptive approach and focuses on groups of words that function to make meanings.

In his classic book An Introduction to Functional Grammar, Halliday (1994) points out that functional grammar is so-called because its conceptual framework is a functional one rather than a formal one. It is functional in three distinct senses: in its interpretation (1) of texts, (2) of the system, and (3) of the elements of linguistic structures. Functional grammar relates grammatical categories to the communicative functions which they serve (Feng, 2019). Functional grammar looks at how language works in terms of the functional relationships of its constituent parts, and systems of choice which we make whenever we use language. The term "functional" is used because it describes the approach which sees grammatical categories in terms of their communicative function. Therefore, a functional grammar is essentially a 'natural' grammar, in the sense that everything in it can be explained, ultimately, by reference to how language is used.

2.2.2 Functional Grammar in Communication

According to Halliday (1978) as cited in Nurfadilah et al. (2022), there are three primary functions that language serves in the process of communication: to express and represent our experience in the world (ideational metafunction), to establish relationships between message senders and receivers, and to organize texts into coherent wholes.

a. Interpersonal Metafunction

Functional grammar is designed to account for how the language is used. Every text (everything that is said or written) unfolds in some context of use. Over tens of thousands of generations of constant use, language has shaped into a system that can satisfy human needs.

b. Ideational Metafunction

The ideational metafunction focuses on the clause's main verb. Participants, processes, and circumstances are the three aspects of a clause

that are considered to be the most important. The word "participant" most often refers to a grouping of nouns, and a single sentence may have multiple participants. Processes can represent verbal groups. As a consequence of this, the expression of the circumstances is frequently done through the use of adverbial groups or prepositional phrases. Participation in the execution of a task; the state of being transitive. It is possible for transitivity to reveal the linguistic properties of a particular text because it can be used to investigate the time and location of the participant, the process, and the context of the conversation.

c. Textual Metafunction

The textual metafunction analyzes how the speaker employs a series of phrases to establish internal consistency in the message. Theme and Rheme are the two categories of textual

metafunction. The theme is the opening element of the phrase, while the remainder is referred to as the Rheme (Nurfadilah et al., 2022).

2.2.3 Differences Between Functional Grammar and Traditional Grammar

In traditional grammar, there are 10 parts of speech: noun, verb, adjective, adverb, pronoun, number, article, preposition, conjunction, and interjection. Then each of these ten classes can be divided into subcategories based on their functions. In functional grammar, these classes of words do not disappear. However, functional grammar places English words into four big groups: noun group, verb group, adjective group, and prepositional group. In addition, traditional grammar analyzes a sentence structure into subject, predicate, object, attributive, adverbial, and complement, while functional grammar gives a clause different

functional labels depending on three kinds of metafunctions (Feng, 2019).

2.3 Error Analysis

2.3.1 Definition of Error

Corder (1982) as cited in Puspita (2019) mentioned that there are two justifications underlying the significance of learners' error study, namely pedagogical justification which is understanding the nature of the error is necessary before a systematic means of eradicating them could be found and theoretical justifications which claim that a study of learners' errors is part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition (SLA). Brown's (2004) error is an erroneous assumption that constructs a crucial part of learning in knowing and acquiring knowledge. The errors cannot be corrected easily by learners and they need more

elaboration. Error is defined as a recurring or systematic deviation that occurs when a learner is unsure about the proper behavior (Ellis, 1997).

In circumstances involving native or second languages, everyone makes mistakes. Native speakers are typically able to identify and remedy these "lapses" or errors, which are actually the result of a temporary breakdown or defect in the process of producing speech rather than a lack of ability. Foreign language speech likewise exhibits the same pauses, slips of the tongue, random grammatical errors, and other performance flaws as native speaker production. When mistakes are brought to light, they can be corrected on their own.

Based on the explanation of the definition of error above, the researcher concludes that when a learner is unsure about the appropriate behavior, an error is a recurrent or systematic deviation that takes place. To evaluate learner language from a

respectable standpoint, it is crucial to differentiate between mistakes and errors. Foreign language speech displays the same performance problems as native speakers in terms of seeing errors and fixing them. Errors can be fixed independently once they are brought to light.

2.3.2 Differences of Error and Mistake

Errors are not the same as mistakes. Corder (1973) distinguishes the two clearly, namely that an error is a systematic or consistent deviation of language, while a mistake is an accidental deviation of language. In pronunciation, mistakes are commonly referred to as mispronunciations (lapse). An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learners of English who ask "Does John can sing?" are in all likelihood reflecting a competence level in which all verbs require a pre-posed do auxiliary for question

formation. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner's competence in the target language (Brown, 2004).

People do make mistakes and errors while speaking a foreign or second language. Errors are caused by competency factors, namely because students do not understand or master the target language system they use. Meanwhile, mistakes or mispronunciations occur due to performance factors, such as lack of concentration, fatigue, drowsiness, rush, messy work, and the like. Operationally, in making errors, students are usually unable to recognize them. If shown to their the error, they are also unable to correct it, and even trying to correct it can lead to new errors. This is because they do not know the rules or the correct form of expression. But not infrequently learners feel their expression is correct even though it turns out to be

wrong. By looking at the type and level of seriousness of the errors that occur, it can be estimated how far the level of mastery of the learner is towards it.

As for mistakes, the learner usually makes them unconsciously or unintentionally, but if they then look back at what they have said or written, they will immediately recognize the mistake they made and be able to correct it right away.

From those definitions, it can be concluded that an error is made by a learner because of a lack of knowledge (the learner's system is incorrect) and a mistake is made by a learner because of a lack of attention, carelessness, or other aspects of performance (the learner knows the system but fails to use it).

2.3.3 Definition of Error Analysis

Corder (1967) as cited in Puspita (2019) in his book The Signification of Learner Errors, said

that error analysis is a form of language that is not grammatically appropriate. It is also a sign of imperfect knowledge and mastery of the learner. Brown (2003) defined error analysis as the process of observing, analyzing, and classifying the deviations of the rules of the second language and then to reveal the systems operated by learner. The definition means that error analysis is an activity to identify, clarify, and describe the errors made by EFL/ESL learner in speaking or in writing. Errors in language learning are sometimes natural and tend to occur frequently. Therefore the teacher must correct the errors made by the students without discouraging them. By understanding the sources of the errors, the teacher can decrease the errors.

The researcher concludes based on the explanation from Brown (2004) that error analysis is an activity to identify, clarify, and describe errors

made by EFL/ESL learners in speaking or writing.
The teacher must correct the errors made by the
students without discouraging them.

2.4 Grammatical Error

Grammatical error is a term used in prescriptive
grammar to describe an instance of faulty,
unconventional, or controversial usage, such as a
misplaced modifier or an inappropriate verb tense. It
is also called a usage error (Brown & Abeywickrama,
2010).

2.4.1 Types of Grammatical Errors

Errors can be classified into several
types. In the book Language Two Dulay
(1982) as cited in Hikmah (2020) classified
errors into four classes; errors based on
linguistic category, errors based on surface
strategy taxonomy, errors based on
comparative taxonomy, and errors based on
communicative effect taxonomy.

a. Error Based on Linguistic Category

The language components include phonology, syntax and morphology, semantics and lexicons, and discourse. Constituents include elements that consist of each language component. Syntax errors can be in primary or other clauses, for example, noun phrases, verb phrases, prepositions, adverbs, and adjectives.

b. Error Based on Surface Strategy Taxonomy

This classification highlights the altered surface structure. This type of error is classified into several parts, they are omission, addition, misformation, and misordering.

1) Omission

Omission can also be called as deletion. It is the missing of one or

more items that must exist in a sentence or utterance. It happens if the lexical item which should be present is omitted or deleted. For example, no article, no main verb, no helping verb, no preposition, no punctuation, no possessive case, no object, and no subject.

2) Addition

Addition error is the opposite of omissions. Addition error is an error that can be identified by the presence of an item that must not appear in a sentence or utterance (Hikmah, 2020).

3) Misformation

Misformation errors are using the wrong form of words or structures. For example, misspelling, incorrect word selection, wrong form of verbs,

adjectives, or nouns.

4) Misordering

Misordering errors in putting words and sentences in the wrong order. Blends are errors that happen when two grammatical forms are combined to create an ungrammatical blend. It is also known as contamination or cross-association. For example, incorrect placement of adjectives, nouns, or verbs (Helmanda, 2018).

c. Error Based on Comparative Taxonomy

This classification is based on comparing the foreign language error structure and other constructs. For this classification of errors, there are four types of errors which are :

1) Development Error

Developmental errors are similar
to those of children learning the target
language as their first language.

2) Intra-language error

Intra-language error is similar to
the structure of semantic phrases or
sentences in the learner's native
language.

3) Ambiguous Error

Errors that reflect the structure of
the student's native language are
called ambiguous errors. These errors
can be classified as the same as
development or intra-language errors.

4) Other Errors

Another error is the error caused
by the student's native language since
students use it in their second

language form.

d. Error Based on Communicative Effect Taxonomy

The taxonomic error for communicative effects is divided into two parts:

a) Global Error

Global communication errors prevent students from understanding some aspects of the message.

b) Local Error

Local errors themselves do not interfere with speech comprehension, usually because there is only a minor violation of a sentence segment.

Based on those classification of errors, there are many kinds of error occurs. Errors can be classified into four classes: linguistic category, surface strategy taxonomy,

comparative taxonomy, and communicative effect taxonomy. Linguistic category includes phonology, syntax, morphology, semantics, lexicons, and discourse. Surface strategy taxonomy includes omission, addition, misformation, and misordering. Then, error based on comparative taxonomy is divided into four types: developmental, intra-language, ambiguous, and other errors. Error based on communicative effect taxonomy is divided into two parts: global error and local error. In this research, the researcher is concerned with the type of error surface strategy taxonomy to find out this type of error and the percentage that occurs when speaking performance.

2.5 Errors Based on Surface Strategy Taxonomy

The researcher applied error analysis on surface strategy taxonomy. According to Corder (1981) as cited in Ramadhani (2020), surface

strategy taxonomy is a superficial of error classification used as a starting point for systematic analysis. The researcher used surface strategy taxonomy as a starting point in the description of errors. Surface strategy taxonomy highlights the way surface structures are altered in specific and systematic ways. It involves four subcategories; they are omission, addition, misformation, and misordering errors (Dulay et al., 1982). The students' grammatical errors were analyzed and classified into those taxonomies.

2.5.1 Omission

When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is making an omission error. As an example we know that morphemes or words can be distinguished into two classes: content words (e.g. noun, verb, adjective, and adverb) and grammatical

words such as noun and verb inflection (-s, -ed, -ing), the article (*a, an, the*), verb auxiliaries (*is, am,are, will, can, must, etc*), preposition (*in, on, at, etc*). Language learners generally omit grammatical morpheme much more frequently than a content word such as in John new student, he speaks English well, and she eating dinner.

2.5.2   Addition

Addition errors are the opposite of omissions. Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. For example: the addition of "-ing" Verb after a modal such as "we *can understanding* one of study of teacher or lecturer" instead of "we *can understand* one of study of teacher or lecturer".

2.5.3   Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure (tenses). It occurs when the learner supplies something although it is incorrect. For example : misformation of verb posses "has" and have" such as "the lecturer absolutely *have* some programs of teaching of the class" instead of "the lecturer absolutely *has* some programs of teaching of the class.

2.5.4   Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance (Lestari, 2020). For example: "the teacher can make *student smart*" instead of "the teacher can make *smart student*".

2.6   Sources of Errors

Having examined procedures of error analysis used to identify errors in second language learner production

data, our final step in the analysis of erroneous learner speech is that of determining the source of error. By trying to identify sources the researcher can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.

2.6.1 Interlingual Transfer

As we have already seen, interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. We have all heard English learners say "sheep" for "ship," or "the book of Jack" instead of "Jackbook". All these errors are attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech.

According to Richard (1974) as cited in Suhono (2019), interlingual error is caused by the interference of the learner's mother tongue, they usually transfer the system of their mother tongue into foreign language. It means that language learners use the structure of the first language in the target language. It is caused by mother-tongue interference. It is considered as the major barrier to learning a second language or foreign language. For example: The students said "Internet makes *student lazy*" instead of "Internet makes *lazy studen*t"

The sentence is the transfer from L1 (Indonesian), for example in Indonesian, "Internet dapat membuat siswa bodoh/Internet makes *student lazy*". The error of the sentence is that the student miss placement between adjective and noun. It should be "Internet makes *lazy student*".

In the sentence above, the student put

incorrect adjectives and nouns. When describing a noun, we should put on the position adjective before a noun. Error caused by direct translation of Indonesian into English. It often occurs because the student tries to apply Indonesian rules to English.

2.6.2 Intralingual Transfer

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is now clear that intralingual transfer (within the target language itself) is a major factor in second language learning.

A few researchers (Odlin, 2003; Jaszczolt, 1995; Taylor, 1975 as cited in Brown, 2004) have found that the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once learners have

begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

Intralingual transfer refers to items produced by the learner who does not reflect the structure of the mother tongue but the generalization of the target language. It is caused by negative transfer or there are differences between two languages (first language and foreign language) the elements in the target language itself so it is more difficult to study. If the learners have acquired the new system, more and more intralingual transfer is manifested. Intralingual errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. It is also dubbed as developmental error. It was caused by the transition or transformation from one language to another. Negative intralingual transfer can be illustrated in

these utterances. For example:

(1)   "That why a university *is* consist of many buildings" instead of "that why a university consist of many buildings".

The sentence above is error in the use of grammar. It caused by the lacking of the students knowledge in using "to be". They often apply "to be" after subject in their sentences. In English sentence pattern, if the sentence has a full verb it can not take "to be" after subject.

(2)   Students said, "although it *have* more comprehensive source" instead of "although it *has* more comprehensive source".

In the sentence, the students are more familiar with the verb posses "have". So they used the verb posses "have" in all of their sentences to show possession, regardless of the kind of the sentences whether they are plural or singular subjects.

2.6.3   Context of Learning

A third major source of error, although it overlaps both types of transfer, is the context of learning. "Context" refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language, what Richards (1971) as cited in Brown (2004) called "false concepts" and what Stenson (1974) as cited in Brown(2004) termed Induced errors. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized but improperly contextualized.

The source of this error is caused by errors in the textbook or by the teacher himself while teaching. For example: every student has the same

module book and in that book, there is an explanation that if there are other verbs that follow the stop verb, then the verb that follows must be added -*ing* in order to follow the rules of grammar gerund (*I stop smoking*). However, it turns out that there are grammar rules that are not explained in the book where the verb can be followed by a gerund, but it can also be followed by an infinitive (I stop to smoke). So students will argue that the sentence "*I stop to smoke*" is wrong because students learn from incomplete textbooks.

2.6.4   Communication Strategies

The last source of error is communication strategies which students inevitably must be able to express what is in their minds with the limitations of the language elements they have. Typically, students like this don't really care whether their grammar is right or wrong because their purpose is only to communicate so that other
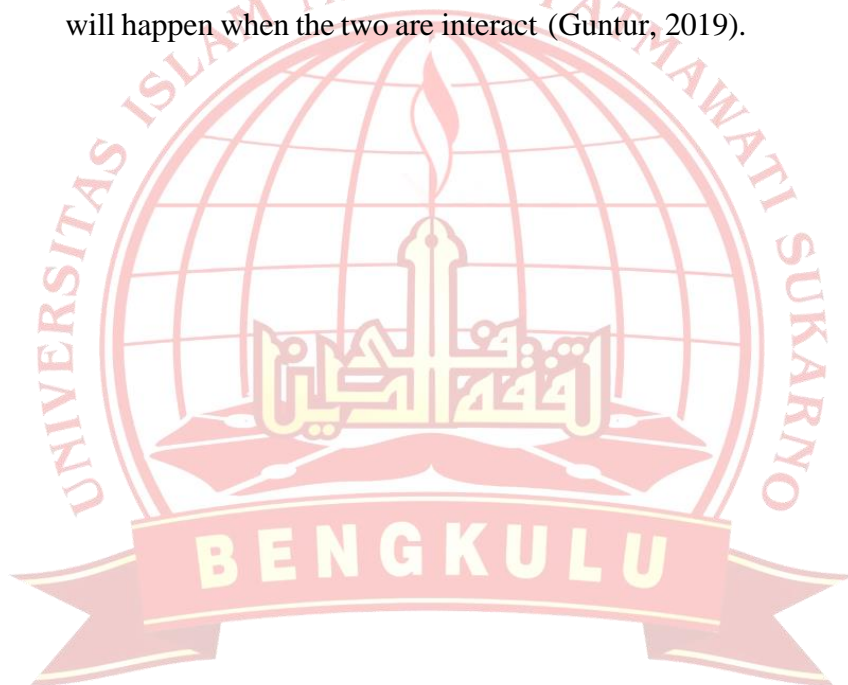
people understand. For example: "Sorry, I late". This sentence is clearly gramma tically wrong, but students seem to prioritize communication that is equally important and can be understood. Another example is "A cloth for my nose". In this example, the student wants to say "handkerchief" but he tries to express it in another way that has the same meaning as what is meant and the listener already understands it.
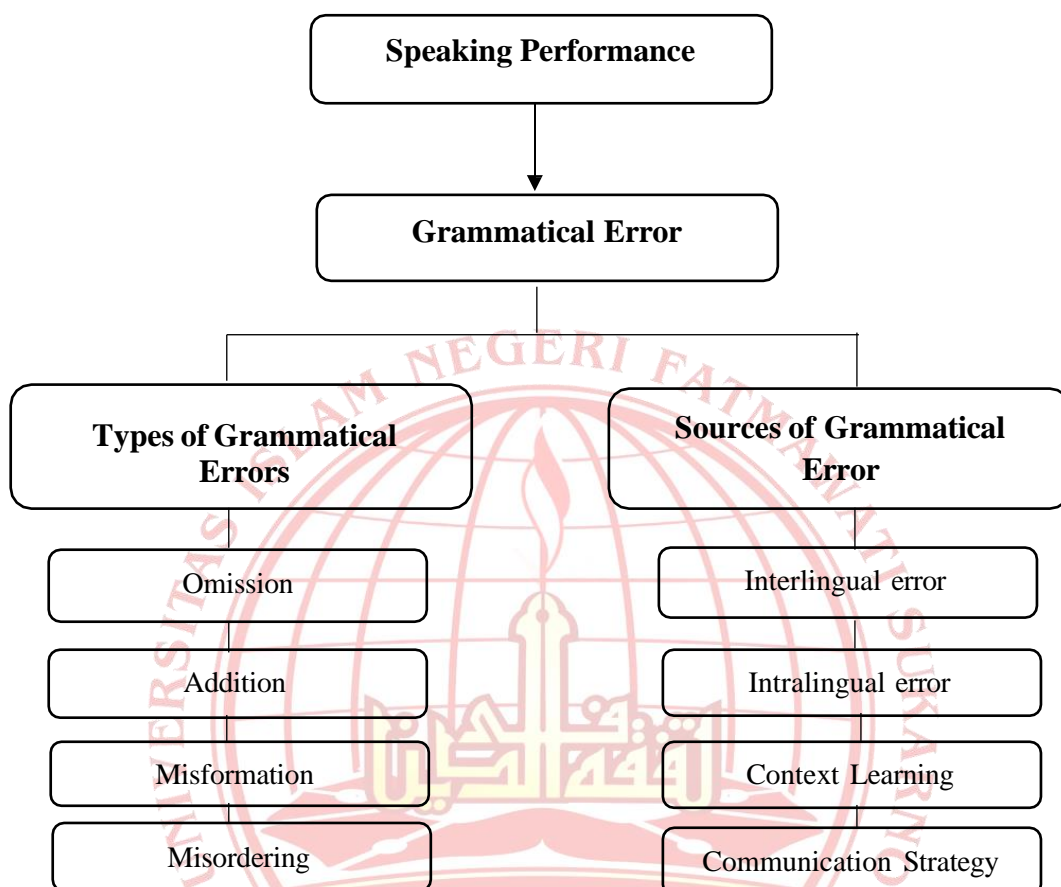
Communication strategies can also be a source of error, such as word coinage, circumlocution, false cognates, and prefabricated patterns. These techniques can be used to enhance getting messages across, but can also become a source of error.

B. Conceptual Framework

Conceptual frameworks can be used to facilitate and determine variations in social structures and social variations and links between the variations. The conceptual framework is

the purpose and process of error analysis. A prescriptive purpose for guiding conceptualization and research design and practice analysis content. Each person has a conceptual framework of how reality works which it can be used to make predictions about how one thing relates to another and what will happen when the two are interact (Guntur, 2019).

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│     Grammatical Error       │
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Types of Grammatical Errors	Sources of Grammatical Error
Omission	Interlingual error
Addition	Intralingual error
Misformation	Context Learning
Misordering	Communication Strategy

(source adapted by Dulay's and Brown's theory)

Figure 2.1 Conceptual Framework

In this study, the researcher will observe the speaking performance of students and then find out the grammatical error that occurs when they are speaking in front of the class. After that, the researcher will classify the grammatical errors

into several types of grammatical errors and then investigate the source of grammatical errors that make them make errors.

C. Relevant Previous Studies

The researcher found other studies of relevant studies related to this research. The first is about "Vocabulary Error Analysis on Speaking Performance in Descriptive Text" by Brenda Khanadi (2019). This qualitative research aim for investigating the kind of vocabulary error omitted in students' speaking performance. Then, investigate the source of error on students' speaking performance. The study used observation checklist and interview guide to gain type and source of error omitted by the students in performing a descriptive text. The sample of the study were 30 students in VII A1 grade students of SMP Negeri 4 Singaraja in academic year 2019/2020 through purposive sampling. The data were collected using four stages in procedure of data collection. The result showed 24 from 30 students omitted vocabulary error. There are 42.86% omission error, 25.71% addition error, 17.14% misformation error, and 14.29% misordering error

with interlingual source of error 39.13% and intralingual source error 60.87%. The researcher classified students' error using Wishon & burks's theory. The source of error are divided into two types: interlingual error and intralingual error.

The differences between this previous study and this current study are the research subject is students of senior high school, the research design is qualitative research, and the factors that affect the errors use Wishon & Burks's theory and source of error are divided into two types: interlingual error and intralingual error. However, this current study chose the research subject in university and used Brown's theory for four sources of errors such as interlingual errors, intralingual errors, content of learning, and communication strategies. For the similarities, these studies investigate about kind of error, and source of error and use the same qualitative method. This study also give the percentage for type of error.

Then, another related previous study is "Error Analysis on Learners' Interlanguage and Intralanguage: A Case Study of Two Adolescent Students" by Dian Puspitah (2019). This

research focuses on exploring learners' language, especially the errors that are performed by English learners. The subjects of this study are two adolescent students who have been learning English since early age. This study use a qualitative method. The data analyzed is collected by doing the interview session. The interviews were conducted to record learners' speaking performance with the topic of "the motivation of learning English". Identification and classification are done toward the errors performed by the subjects. After that, the pattern is drawn to find out the subjects' nature of language. The the types of errors from Corder (1974) and Scovel (2001) into two: interlingual interference and intralingual interference affect the students' English. However, interlanguage affects the errors more than does intralanguage. It proves that the nature of L1 affects the L2 acquisition. The errors occurred in terms of subject-verb agreement, tenses, and relative clause. At the end, the appropriate feedback given to speaking performance is implicit correction such as recast and prompts.

The differences between this previous study and this

current study are the previous study use interview session to conduct the data from subject, subjects only two students, use Corder and Scovel's theory for types of errors. However, this current study use observation to conduct data for speaking performance, choose 19 subjects to study, and use Dulay's theory for types of error. For the similarities, these two studies between previous study and current study are using qualitative method and investigate the grammatical error while speaking performance.

In addition, there is also a related study by Mongkolchai Tiansoodeenon (2022) about "Speaking errors analysis: A case study of English-major undergraduate students at Rajamangala University of Technology Thanyaburi". English speaking is an essential communication skill that Thai learners face difficulties in improving. This study aimed to investigate the types of English- speaking errors made by Thai undergraduate students when speaking English and identify the sources of such errors. The population included 133 Thai sophomore students who enrolled in the Presentation in English course in

the first semester of the academic year 2021. Twenty-four participants were selected by a purposive sampling method. This method is mix-method. The data was collected using a speech error identification form adapted from Clark & Clark's concept, which was validated by three experts in English learning and identified the sources of errors according to Dulay, Burt, & Krashen. Frequency and percentage distribution statistics were used to analyze the data. Inter-raters validated the errors consisting of two native English speakers and one Thai teacher. The results revealed that the most frequently found speech errors were filled pauses, stutters, and repeats, respectively. The misformation was the most frequently found, followed by the omission of "be" and the addition of "be" in the sentences as grammatical errors. Each type of error results from one of the three sources of errors, which are cognitive, psychological, and sociological reasons. The pedagogical implications from this study could be applied in designing teaching and learning processes to develop students' speaking skills.

The differences between this previous study and this current study are the research the subject of the previous study is the first semester students in university, using error identification form from Clark & Clark's concept, use Dulay, Burt, & Krashen's theory for sources of errors, and use mixed-method (qualitative-quantitative). On the other hand, this current study chooses sixth-semester students in university as the subject, using Corder's theory for identification error, use Brown's theory for sources of error, and use qualitative research. For the similarities, these studies find out types of grammatical error and sources of grammatical errors.