



An Analysis of Grammatical Errors in English Speech by a Turkish YouTuber in an EFL Context

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Abstract

This research is intended to examine common grammatical errors found in the English speech produced by a Turkish YouTuber, Handeyavz, in her video entitled “Cozy Travel Vlog” within the context of English as a Foreign Language (EFL). The study is based on the issue that many EFL learners can speak English fluently but still frequently make grammatical mistakes, especially during spontaneous communication. This phenomenon raises concerns regarding the relationship between fluency and grammatical accuracy in spoken English. Therefore, the research aims to identify the types of grammatical errors produced by the speaker and explore the factors contributing to those errors. This study applies a qualitative descriptive method using a content analysis approach. The data were gathered through documentation techniques by selecting the video, repeatedly observing it, and transcribing the speaker’s utterances into written text. After that, the data were analysed through several stages, including error identification, classification, description, and explanation. The results reveal that the most frequent grammatical errors involve subject-verb agreement, incorrect tense forms, omission of articles, and inappropriate use of prepositions.

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1. Introduction

English has become an international language that is widely used for communication, especially through digital media platforms such as YouTube. Many non-native English speakers use the language to connect with larger audiences, including content creators from countries where English is learned as a foreign language, such as Turkey. In these online environments, English is commonly used in an informal way, which often results in grammatical inaccuracies. This situation reflects the growing tendency of digital communication to emphasize fluency and accessibility rather than grammatical correctness, making it necessary to investigate how English is naturally used in real communication contexts instead of only formal academic settings. Error analysis plays an important role in second language acquisition because it helps reveal learners’ difficulties and provides a deeper understanding of their language development. In EFL settings, learners frequently encounter challenges caused by differences between their native language and English, which can produce recurring grammatical deviations.

Several previous studies have identified common grammatical problems among EFL learners, such as incorrect tense usage, omission of articles, and misuse of prepositions. Nevertheless, earlier research has mainly concentrated on written texts or classroom-based situations, while spoken English in digital platforms, especially among YouTubers, has received less attention. This condition creates a significant research gap because language used in informal online communication may differ considerably from language produced in formal learning environments. Moreover, grammatical errors among EFL learners are closely connected to theories of second language acquisition, particularly the concept of interlanguage. Interlanguage refers to the temporary linguistic system developed by learners while acquiring a new language, which often leads to systematic errors reflecting their stage of language development (Selinker, 1972). From this perspective, grammatical errors should not simply be considered failures, but rather evidence of learners' cognitive efforts in constructing and refining language rules based on the input they receive.

Furthermore, first language interference is an important factor in understanding the occurrence of grammatical errors. Turkish, as the learners' mother tongue, contains grammatical structures that differ greatly from English, especially in terms of article usage and verb forms. Consequently, learners may unconsciously transfer patterns from their native language into English, resulting in repeated grammatical inaccuracies (Jarvis & Pavlenko, 2018). Another influential aspect is the distinction between explicit and implicit knowledge. Explicit knowledge involves conscious understanding of grammatical rules, whereas implicit knowledge relates to the automatic use of language during spontaneous communication. In informal learning spaces such as YouTube, learners tend to rely more heavily on implicit knowledge, which may produce speech that sounds fluent but still contains grammatical mistakes (Ellis, 2015). In addition, spoken language itself contributes to the occurrence of errors because speakers must process information instantly with limited time to monitor grammatical correctness, causing them to focus more on meaning than on linguistic form (Levitt, 1989).

The emergence of digital platforms like YouTube has created new opportunities for language learning by offering large amounts of authentic language input. However, this input is usually unstructured and rarely accompanied by systematic correction, which can cause certain grammatical mistakes to become permanent habits. Although digital communication has become increasingly important in language learning, there is still limited research examining grammatical accuracy in informal online interactions. Most second language acquisition studies traditionally focus on classroom learning, controlled speaking tasks, or written production, leading to insufficient understanding of how learners use English in spontaneous real-life communication. Therefore, this study is necessary to fill that gap by analyzing grammatical errors found in the spoken English of a Turkish YouTuber. This research is important because it not only identifies the

common grammatical errors produced by the speaker but also explores the factors behind those errors within broader theoretical perspectives. Through this analysis, the study provides a deeper understanding of how interlanguage development, native language influence, and informal digital environments interact in shaping EFL learners' spoken performance.

In addition, this study highlights the practical value of examining grammatical errors in authentic digital communication for both teaching and future research purposes. By analysing naturally occurring speech on YouTube, this research presents a more realistic picture of how EFL learners use English outside formal classrooms. This is essential because traditional teaching methods often emphasize controlled and formal language use, which may not adequately prepare learners for real-life communication. Effective language learning should combine grammatical accuracy with communicative fluency in meaningful situations. Therefore, understanding the forms and causes of grammatical errors in informal contexts can help educators develop more suitable teaching strategies that better address learners' actual communicative needs. Furthermore, this research helps connect theoretical concepts such as interlanguage, fossilization, and communicative competence with real-world language use. It also opens opportunities for future studies to investigate a broader range of digital content creators or compare learners from different linguistic backgrounds to achieve a more comprehensive understanding of grammatical development in EFL contexts.

Moreover, this study also emphasizes the role of learner autonomy and independent learning in digital environments. Platforms such as YouTube not only provide language input but also allow learners to actively produce language for authentic audiences, which may influence their motivation and engagement in learning English. Meaningful interaction and authentic communication purposes can significantly support language development (Dörnyei, 2019). However, without adequate corrective feedback, learners may fail to recognize and repair their grammatical mistakes, potentially slowing down their grammatical progress. This situation highlights the importance of feedback from teachers, peers, or audience interactions to support more balanced language development. In this context, examining the spoken English of a YouTuber offers valuable insight into how learners manage fluency, grammatical accuracy, and audience engagement simultaneously, as well as how digital communication reshapes modern foreign language learning.

Therefore, this study is intended to provide a focused analysis of grammatical errors found in authentic spoken English within a digital setting. By examining the English speech of a Turkish YouTuber, this research aims to bridge the gap between second language acquisition theories and actual language use in everyday communication. The findings are expected not only to identify common grammatical error patterns but also to provide insights into how learners develop their interlanguage in informal learning environments. Ultimately, this study contributes to a more

contextual understanding of EFL learning, particularly regarding the balance between fluency and grammatical accuracy in contemporary digital communication.

2. Literature Review

Recent research in the field of English as a Foreign Language (EFL) shows that grammatical errors continue to be a common problem in learners' spoken English, particularly during spontaneous communication. Research by Pawabutra and Sutakote (2024). Many learners tend to make mistakes when speaking without preparation, especially in the use of verb forms and sentence construction, because real-time communication requires fast language processing. (Najla and Fatimah, 2020) found that tense misuse is often identified as one of the most frequent grammatical problems in spoken English, along with other inaccuracies caused by incomplete understanding of grammar rules and overgeneralization. These findings suggest that speaking activities often reveal learners' grammatical weaknesses more clearly than structured writing or controlled classroom exercises.

Moreover, studies related to speaking performance indicate that grammatical errors are systematic and reflect the ongoing development of learners' language competence. (Lestari et al., 2020) Grammatical accuracy is essential for effective communication, yet many learners still struggle to apply grammatical rules correctly while speaking, even if they understand them theoretically. In spontaneous speaking situations, learners frequently produce errors because they have limited time to monitor their language use. This supports the view that grammatical errors are closely connected to interlanguage development rather than random mistakes. Several studies also reveal that the most common grammatical problems in spoken English include subject-verb agreement, omission of articles, and misuse of prepositions. These errors consistently appear in the spoken production of EFL learners and are influenced by both linguistic background and communication context. Such findings are highly relevant to the present study because they demonstrate that similar grammatical difficulties occur across different EFL environments and among learners from various language backgrounds.

Another important issue discussed in recent studies is the influence of digital learning environments on grammatical development. The growing use of digital platforms such as YouTube exposes learners to authentic language input and provides opportunities for self-expression through spoken communication. However, these platforms often do not provide structured correction or sufficient feedback, which may cause grammatical inaccuracies to persist over time. Although digital environments can improve learners' confidence, fluency, and autonomy, they may not adequately support the development of grammatical accuracy. Despite the increasing attention given to grammatical errors in EFL learning, there is still limited research focusing on spoken English produced by content creators on digital platforms. Most previous studies mainly

examine classroom interaction, formal speaking tasks, or student presentations, which may not fully represent natural communication in everyday life. Therefore, analyzing the spoken English of a YouTuber offers a more authentic understanding of how learners use English in informal contexts. This study addresses that gap by examining grammatical errors within a real digital communication setting and provides further insight into the relationship between fluency, accuracy, and interlanguage development in contemporary EFL communication.

3. Method

This research applies a qualitative descriptive method using a content analysis approach. This method is considered suitable because the study aims to identify and examine grammatical errors found in the spoken English of a Turkish YouTuber. The data are analysed in their original and natural setting without any modification, as they are obtained directly from an authentic YouTube video. The focus of the research is to describe and interpret the grammatical errors appearing in the speaker's utterances rather than to analyse them through statistical calculation. Through content analysis, the researcher systematically reviews the video transcript, identifies the grammatical inaccuracies, and categorizes them into several types, including subject-verb agreement, tense, article, and preposition errors. Therefore, this research design is appropriate for exploring both the forms and possible causes of grammatical errors in spoken English.

The data source of this study is taken from a YouTube video entitled "Cozy Travel Vlog" by a Turkish YouTuber. The video contains spoken English in the form of a vlog, where the speaker shares her daily activities and experiences. The data consist of the speaker's utterances that were transcribed into written form. From this transcript, sentences containing grammatical errors were selected and analysed. The video was chosen because it provides authentic spoken English produced by a non-native speaker in a natural context.

The data in this study were collected using a documentation technique. The researcher collected the data from a YouTube video and then transcribed the spoken utterances into written form. The steps of data collection are as follows: 1) Selecting the Video: The researcher selected a YouTube video entitled "Cozy Travel Vlog" by a Turkish YouTuber as the data source; 2) Watching the Video Repeatedly: The video was watched several times to understand the content and ensure accuracy; 3) Transcribing the Data: 4) The researcher transcribed the speaker's utterances from the video into written text; 5) Identifying the Data: The researcher identified sentences that contain grammatical errors from the transcript; 6) Listing the Errors: The identified errors were listed and prepared for further analysis.

This is data from the error analysis of the YouTube video:

1. *Identification of Errors*

Identification of errors is the process of finding and marking incorrect grammatical forms in the data. In this study, the errors were identified by watching the YouTube

video several times and transcribing the speaker's utterances. In the transcript, several grammatical errors were found, such as:

- a) "all of them **is** Turkish"
- b) "I taste it, but I never **try** to make it"
- c) "I decided to **make** English video"
- d) "live **in** here"

These sentences were identified as errors because they do not follow standard English grammar, especially in terms of subject-verb agreement, article usage, preposition, and tense.

2. Classification of Errors

The errors are classified into categories based on grammatical aspects:

- a. Subject-verb agreement
"All of them **is** Turkish", "should be all of them are Turkish"
- b. Tense
"I taste it, but I never **try** to make it", should be "I taste it, but I have never tried to make it"
- c. Articles
"I decided to **make** English video", should be "I decided to make an English video"
"**It's** hot drink", should be "it's a hot drink"
- d. Prepositions
"Live **in** here", should be "live here"
"Arrived in a **mean** turkey", should be "arrived in turkey"

3. Description of Errors

Description of errors is the step of explaining the identified errors by showing the incorrect forms and comparing them with the correct ones.

Based on the data, several errors can be described as follows:

- a) "all of them is Turkish" should be all of them are Turkish (subject-verb agreement error)
- b) "I taste it, but I never try to make it" should be I have tasted it, but I have never tried to make it (tense error)
- c) "I decided to make English video" should be an English video (article error)
- d) "live in here" should be live here (preposition error)

These examples show that the speaker still makes errors in basic grammatical structures, especially in verb agreement, article usage, prepositions, and tense.

4. Explanation of Errors

The explanation of errors is the stage in which the researcher interprets the possible reasons behind the grammatical errors identified in the data. Based on the findings, several factors contribute to the occurrence of grammatical inaccuracies in this study. One major factor is first language interference. Since the speaker comes

from Turkey, her native language has grammatical patterns that are different from English, particularly in subject-verb agreement and article usage. This influence can be observed in expressions such as “all of them is Turkish” and “make English video,” where English grammatical rules are not applied correctly. Another factor is the speaker’s limited understanding of English grammar, especially in the use of tenses. For instance, in the sentence “I taste it, but I never try to make it,” the speaker uses the simple present tense instead of the present perfect tense. This error suggests that the speaker has not fully mastered the appropriate tense forms required in certain contexts.

In addition, spontaneous speech also contributes to the appearance of grammatical errors. Because the data were taken from a vlog, the speaker communicates naturally and without prior preparation. Consequently, she tends to prioritize delivering the message rather than focusing on grammatical correctness, which results in errors such as “live in here” and repeated words or phrases during speech production.

Lastly, the speaker mentions that she does not frequently use English in her everyday communication. This indicates that limited practice and lack of exposure to English may increase the possibility of making grammatical errors, since learners do not have enough opportunities to apply correct grammatical structures in authentic communication situations.

The data in this study were analysed using Error Analysis theory proposed by Dulay, Burt, and Krashen (1982).

The analysis was carried out through several systematic steps.

- 1) Identification of errors, where the researcher identified incorrect grammatical forms from the transcribed data of the YouTube video.
- 2) Classification of errors, where the identified errors were grouped into grammatical categories such as subject-verb agreement, tense, article, and preposition.
- 3) Description of errors, where each error was described by comparing the incorrect sentence with the correct form.
- 4) Explanation of errors, where the researcher explained the possible causes of the errors, such as first language interference, lack of grammatical knowledge, and spontaneous speech.

In addition, this study also used the Surface Strategy Taxonomy (Dulay et al., 1982), which classifies errors into, omission, addition, misinformation, misordering. This framework helps to analyse how the errors are formed and provides a deeper understanding of learners’ grammatical difficulties.

4. Results

The analysis of the YouTube video revealed several grammatical errors in the speaker’s utterances. These errors were grouped into four primary categories is subject-verb agreement, tense, article usage, and preposition. Among all categories, mistakes related to articles and tenses appeared more frequently, suggesting that these grammatical aspects are the most challenging for the speaker.

Regarding subject-verb agreement, the speaker sometimes applies incorrect verb forms with plural subjects, as shown in the expression “all of them is Turkish.” This indicates inconsistency in following subject-verb agreement rules. In terms of tense usage, the speaker often uses the simple present tense instead of the present perfect tense when referring to past experiences. An example can be seen in the sentence “I taste it, but I never try to make it,” which reflects difficulty in selecting the appropriate tense according to the context. For article usage, the speaker frequently omits articles in sentences such as “I decided to make English video” and “it’s hot drink.” These examples suggest that the speaker has not fully mastered the use of articles with countable nouns. In addition, errors involving prepositions appear in phrases like “live in here,” where unnecessary or inaccurate prepositions are used.

Besides the main grammatical categories, other errors are also found in sentence structure and word choice. Examples include phrases such as “I like this mine” and repeated expressions like “This this is traditional.” These mistakes are likely influenced by spontaneous speech production and show that the speaker is communicating in real time without complete grammatical monitoring. Although various grammatical errors are present, the speaker is still capable of expressing her ideas clearly and effectively. The mistakes do not seriously disrupt the communication process, indicating that the speaker demonstrates relatively good fluency even though her grammatical accuracy still needs improvement.

5. Discussion

The findings demonstrate a noticeable imbalance between fluency and grammatical accuracy, where the speaker can communicate smoothly and continuously despite producing repeated grammatical errors. This condition reflects a common characteristic among EFL learners, in which successful communication is often considered more important than strict grammatical correctness. In spontaneous spoken interaction, particularly in informal settings such as vlogs, learners usually concentrate more on expressing ideas and maintaining communication rather than carefully monitoring grammatical structures. As a result, the grammatical errors identified in the speech of the Turkish YouTuber, Handeyavz, in her YouTube video entitled “Cozy Travel Vlog,” do not significantly interfere with comprehension because the intended meaning remains clear and understandable.

The theoretical viewpoint, these findings can be explained through the concept of interlanguage, where learners gradually develop a linguistic system influenced by both their native language and the target language. The grammatical inaccuracies found in the data, including incorrect subject-verb agreement, omission of articles, and inappropriate tense usage, indicate that the speaker is still in the process of developing her English grammatical competence. These errors appear systematically rather than randomly,

suggesting that the learner is applying internalized language rules that are still incomplete or not fully aligned with standard English grammar. This supports the perspective that grammatical errors are a natural component of language acquisition because they reflect learners' active attempts to test hypotheses and construct language rules during the learning process (Corder, 2015).

Furthermore, first language interference clearly contributes to the formation of the speaker's grammatical patterns. Turkish has grammatical characteristics that differ considerably from English, especially regarding article usage and subject-verb agreement, which may influence the way learners produce English sentences. Consequently, some grammatical deviations in the speaker's utterances are likely caused by the transfer of linguistic patterns from Turkish into English. In addition, the speaker mentions that she rarely uses English in everyday communication, which reduces opportunities for practicing and reinforcing correct grammatical forms. This indicates that both linguistic background and limited exposure to English play significant roles in shaping second language development.

Another important finding in this study is the influence of performance conditions, particularly spontaneous speaking in a vlog environment. Unlike prepared or scripted speech, spontaneous communication requires immediate language production with little time available for planning and self-correction. Because of this, learners are more likely to produce grammatical mistakes, repetitions, and incomplete structures while speaking. However, these features should not necessarily be interpreted as signs of low language ability. Instead, they demonstrate that the speaker is actively engaged in delivering meaning while simultaneously managing linguistic limitations. The occurrence of repetitions and self-corrections may also indicate the speaker's awareness of her language use and ongoing cognitive processing during communication (Susilowati, Kusumaningtyas, & Wafa, 2024).

In addition, this study provides insight into the role of digital platforms such as YouTube as authentic spaces for language learning and communication. Creating vlogs enables learners to practice English in meaningful and engaging situations, which can gradually improve both confidence and speaking fluency. Compared to formal classroom environments, informal digital contexts offer greater freedom for learners to use language naturally and interact with audiences in real-life situations. Although grammatical accuracy may not always become the focus in these environments, continuous exposure and active language use can still contribute to gradual improvement in overall communicative competence.

The importance of these findings can also be seen in their implications for language teaching and learning. The results suggest that grammatical errors should not be viewed as failures or weaknesses, but as indicators of learners' current developmental stage in acquiring a second language. Both teachers and learners need to understand the importance of balancing fluency and accuracy by encouraging meaningful

communication while also improving grammatical awareness. In the case of Handeyavz's spoken English in "Cozy Travel Vlog," the ability to communicate effectively despite grammatical inaccuracies demonstrates that successful interaction can still occur even when perfect grammar is not fully achieved.

The novelty of this study lies in its use of authentic spoken data taken from a non-native English speaker in a digital communication setting rather than from classroom-based or controlled speaking activities. By examining the natural speech produced by Handeyavz in her vlog "Cozy Travel Vlog," this research presents a more realistic representation of how EFL learners use English in everyday communication. As a result, the study contributes to a broader understanding of the relationship between fluency, grammatical accuracy, and communication context in second language acquisition. Overall, the findings emphasize that language learning is a gradual and dynamic process in which grammatical errors play an important role in the development of communicative competence.

6. Conclusion

Based on the findings of the analysis, it can be concluded that the speaker produces various grammatical errors in her spoken English, particularly in subject-verb agreement, tense usage, articles, and prepositions. These grammatical inaccuracies show that the speaker still experiences difficulties in consistently applying basic English grammar rules during communication. Nevertheless, most of the errors are relatively minor and do not greatly interfere with the intended meaning, allowing the audience to understand the message clearly. This indicates that the speaker has developed sufficient communicative ability to convey ideas effectively even though her grammatical control is not yet fully accurate. Such a condition reflects a common stage in second language acquisition, where learners often prioritize successful communication and fluency rather than strict grammatical correctness.

Although grammatical errors are present in the speaker's utterances, she is still capable of expressing her thoughts fluently and confidently, which demonstrates relatively strong communicative competence despite the ongoing development of grammatical accuracy. Several factors contribute to the occurrence of these errors, including interference from the first language, limited understanding of English grammar, insufficient daily use of English, and the spontaneous nature of speaking in a vlog setting that emphasizes natural communication over grammatical precision. Overall, this study confirms that grammatical errors are a normal part of the language learning process, particularly in informal communication contexts. In addition, activities such as creating vlogs can provide meaningful opportunities for learners to improve their speaking fluency, confidence, and gradually enhance their grammatical accuracy through continuous practice and exposure. The findings also suggest that language

learning should not focus solely on grammatical correctness but should also value meaningful interaction and effective communication as essential aspects of language development.

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