A SURVEY ON COMMON ERRORS IN STUDYING SPEAKING SKILL OF ENGLISH-MAJORED FRESHMEN AT TAY DO UNIVERSITY, VIETNAM

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Abstract:
Speaking is regarded as the most important aspect of communication skills, and it contributes to the success of language learners in their studies and careers, as well as the success of teachers in their teaching process. However, English-majored students, especially English-majored freshmen, usually face some errors in speaking English. Consequently, this research, entitled "A Survey on Common Errors in Studying Speaking Skills of English-majored Freshmen at Tay Do University" was conducted to figure out some common problems in speaking English that these English-majored students have encountered. The participants of this research were 80 students from two classes, English 15A and English 15B, at Tay Do University. The main research instrument for collecting the data was a questionnaire. The findings of this research pointed out the participants' errors in speaking skills problems (pronunciation, grammar tense, pronunciation, mother tongue, vocabulary) and psychological problems (anxiety of error, lack of motivation, shyness, lack of confidence). The results showed that the students had errors in their speaking skills. Thanks to the results, some useful solutions were proposed for English-majored students.

Keywords: common errors, speaking skill, English-majored freshmen

1. Introduction

Chapter 1 presents (1) the rationale, (2) the research aims and significance of the research and (3) the organization of the research.

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1.1 Rationale

Today, English is one of the languages that most people learn and speak. When a good English speaker is confident in communication, he or she will achieve a lot of success in work and daily life. Since the "Open Door" policy was suitable for Vietnam, the demand for international integration has been increasing. That is why learning English has become so important to the modernization and industrialization of our country.

Learning English plays a much more important role in international interaction than ever before. The Vietnamese education system has made English a subject, realizing the importance of the language. From the primary school to university years, students will learn four skills (listening, speaking, reading, and writing), of which speaking is the most important. It is also a very vital skill when communicating in daily life. Richard and Rodgers (2001:40) state that speech is regarded as the basis of a language. In a modern world, to adapt to this global village, fluent English communication is very important. Speaking is the only human ability to convey information, ideas, and feelings. "Speaking" is defined by Chaney (1998, in Kayi's), "*Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.*" Speaking also has a strong impact in many areas. Fluent English speaking is essential for communicating with foreigners and provides an excellent opportunity for success in career, study, culture, and daily life. Language is also a bridge connecting the community and social relationships. In addition, speaking English fluently when traveling makes it easy to make friends with foreigners and share valuable information. Moreover, it not only helps us to gain a lot of knowledge but also to become confident people and develop listening skills. Another advantage of speaking English is the ability to use it for job opportunities. English-proficient students will have better chances of getting a job. "*English is the key to success*", indeed! This you may notice when applying for a job, or more specifically, during an interview. same level, same number of years of experience, but if you can answer English questions fluently, it will be a great advantage. Employers not only need a candidate with full qualifications and experience in the right field, but they also need someone to help them grow the company. When a company wants to grow, it is necessary to promote international trade relations in order to be able to transact with customers and foreign partners when necessary. In English, employers will have the opportunity to assess your communication skills as well as your culture of international integration. Of course, since the salaries of foreign companies are very high, many students are looking forward to working in a foreign company after graduation.

However, students' learning English still has many limitations, especially speaking skills. Linguist Khamkhien said: "*Speaking is one of the most important skills when learning foreign languages, including English.*" It is a means for learners to communicate with others, to achieve certain goals or to express opinions, intentions, hopes and perspectives. In general, the knowledge that students gain is mainly based on theory and a focus on grammar. As a result, English-majoring freshmen at Tay Do University encounter many errors in their speaking skills, such as a lack of vocabulary foundation, inflexible ability to apply grammar, psychological impact, habit of using mother tongue,

incorrect pronunciation, and a lack of practice. In fact, their pronunciation of English is not acceptable. Some students are afraid to communicate with others. The fear of making mistakes and being laughed at makes them less developed. But in the modernized world, it will be difficult to integrate without smooth communication. For the reasons mentioned above, this study is designed to deeply understand the common problems in English speaking classes and find some suggestions to help students majoring in English achieve better speech. Therefore, the study on "*A Survey on Common Errors in Studying Speaking Skills of English-majored Freshmen at Tay Do University*" was conducted to identify errors in English speaking, to help students solve problems and improve their English-speaking skills.

1.2 Research aims
The main purpose of this research is to find some common errors in English speaking skill English majors' freshmen at Tay Do University. Besides, this study is expected to help students limit their errors and improve their speaking abilities effectively.

1.3 The significance of the research
This research is conducted with the purpose of finding out some common errors that English-majored freshmen at Tay Do University often encounter when studying speaking English class. Particularly, the thesis would be a useful reference with the possible solutions which would help English majored students to minimize their mistakes. After that, they can correct and find out effective methods to enhance their speaking skill positively.

1.4 The organization of the study
The study consists of five chapters:
- Chapter one: Introduction;
- Chapter two: Literature review;
- Chapter three: Research methodology;
- Chapter four: Results and discussion;
- Chapter five: Conclusion, implications, limitations, and recommendations.

2. Literature review

This chapter consists of five sections. The first section states the definitions of speaking and its importance. The second section presents definitions of errors in speaking. The third section indicates kinds of errors. The fourth section is about reasons for making speaking errors and the final section mentions previous studies.

2.1 Definitions of speaking and its importance

2.1.1 Definitions of speaking

There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally. Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. According to Harmer (2007), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also ability to process information and language on the spot. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that they are able to create of good communication.

Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants.

Another definition by Situjuh (2011), speaking is made from the cooperation action of the contribution, assumptions, expectations, and interpretation from participants in each regular situation. Besides, Burns and Joyce (1997:89) states that "*Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking*".

Moreover, speaking is the use of language to communicate with other (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both listeners and speakers having to react whatever they hear and make their contribution a high speed, so each participants have intention or a set of intention that he wants.

In short, it is concluded that speaking is an ability to produce the language to express one's ideas, feelings, and thoughts and to give one's opinion in different matters to achieve better communication.

2.1.2. The importance of speaking

According to Ishrat Aamer Qureshi (2006), language is a tool for communication. Perfect communication is not possible for people without using a language. In fact, people cannot achieve their aims if they do not use proper language to communicate. Therefore, there is a need to communicate with others all around the globe. As English is considered the international language spoken all over the world, it is taught in most of schools in Vietnam and concentrated on four skills.

According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the

effective communication. Brown and Yuke (1983) say, "*Speaking is the skill that the students will be judged upon most in real life situations*". Speaking English is seen as the key to opening a wonderful world for us by the effects of it as follows: The integration of the world together with the penetration of foreign companies into Vietnam market, the importance of English is even more evident.

Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English can have greater chance for better education, finding good jobs, and getting promotion.

2.2 Definitions of errors and errors in speaking

According to the Collins dictionary, an error is something you have done which is considered to be incorrect or wrong, or which should not have been done.

Different researchers defined different views. J. Richard et al. (2002) defined an error as the incorrect use of a word, speech act, or grammatical structure in such a way that it appears imperfect and indicative of incomplete learning.

Hendrickson (1987) cited those errors are signals that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language. In other words, the error is a signal that the learning process of the learner is having problems, which may be due to a lack of professionalism or the ability of the learner to target the language.

It is declared by Brown (2007, p.258) that error, as a noticeable derivation from the grammar of a native speaker, reflects the competence of the learners and reveals a portion of the learners' competence in the target language. Errors are factors reflecting learners' qualifications and attitudes towards the purpose of language learning.

Meanwhile, Norrish (1983:7) considered errors to occur according to a system; learners may not understand or understand but apply wrongly when practicing. This is really problematic because if it is not edited from the beginning, it can become a habit and be very difficult to overcome later.

As defined by James (1998), an error is grammatical correctness and acceptance. He judges errors according to ignorance. It is based on research on linguistic ignorance, surveys about those mistakes, and how people face such ignorance. He stated that the ignorance of learners of the target language can be shown to fall into the following four categories: grammaticality, acceptability, correctness, and strangeness and infelicity.

Moreover, Ellis (1997:17) revealed that errors reflect holes in a student's information; they happen on the grounds that the student does not realize what is correct. The fact is that learners make mistakes, but they are not aware. This is because the learner's knowledge is not deep enough to realize and correct for themselves.

In conclusion, every person learning any language, be it their mother tongue or a foreign language, cannot avoid making mistakes. Recognizing the mistakes, you have made requires both learners and teachers to try to practice and correct them. There are many mistakes in learning English, especially speaking skills.

2.3 Kinds of speaking errors
2.3.1 Linguistic errors
2.3.1.1 Pronunciation

Sometimes it does not matter if your vocabulary and grammar is not correct; it is a matter of your pronunciation. Proper pronunciation of English words is important to improve your English-speaking skills. This is because different words are pronounced with different sounds. This definitely challenges English-majored students when learning to speak. Here are several common errors in English pronunciation:

A. Consonants

+ Ending sound

First error in pronunciation is ending sound. The fact is that half of English majored students forget to pronounce ending sound or do not know how to speak ending sound correctly. Learners' effort to pronounce English final sounds or consonants is omitting, adding schwa, or replacing by sounds closer to existing sounds in Vietnamese (Nguyen Thi Thu Thao, 2007). It is why many non-English native speakers usually have this error. They forget how to pronoun ending sound and do not know how to speak it clearly; as the result, grammar error as well as misunderstanding is made.

There have been a number of researches about Vietnamese's difficulties in pronouncing English consonants and clusters. The finding from Ha (2005) shows that most Vietnamese people are confused of sounds between /s/ and /ʃ/, /tr/ and /tʃ/, /z/ and/dʒ/, compared with table from Center for Applied linguistics (Deborah & Barbara, 2002). It is clear that every Vietnamese learner can make errors.

TABLE 3. English phonemes that may be difficult for Vietnamese speakers.

IPA	Confused with:	Types of errors	
/θ/	/t, s/	**Sound Omitted**	**medial:** l, dʒ, r, s, i, ei, k
/ð/	/d, z/		**final:** z, s, t, v, ks, dʒ
/p/	/b/	**Sound confusion**	t = tʃ
/g/	/k/		tr = tʃ
/dʒ/	/z/		ð = z/d
/ʒ/	/z, dʒ/		ʃ = s
/s/	/ʃ/		dʒ = /j/d/s/t/z/tʃ/
/tr/	/dʒ, ʃ, t/		s = /ʃ/ʒ/
/v/	/j/		p = b; tʃ = s
/l/	/n/		θ= /s/t/ ; r = z
/ɛ/	/æ/	**Sound redundancy**	s, z,
/æ/	/ɛ, a/		
/ʊ/	/u, ʌ/		

Note. Adapted from the Center for Applied Linguistics # 4, n.d., p. 3.

Besides, most of students often cannot correctly speak the ending sounds in plural form of words: /s/, /z/, /iz/, and in past form of regular verbs: /z/, /d/, /id/ because all of them do not remember the rule of ending sound pronunciation. Almost the English

majored students do not know whether pronoun /s/ or /z/ in case adding "s" or "es" at the end of the word or confuse between /d/ and /ed/ in past verbs.

+ Initial sounds

In linguistics, consonant clusters are groups of consonants that have no intervening vowels. They are important parts that help contribute to the sounds of words. We can easily see consonant clusters in many words, which we usually use every day. In English, for example, /spl/and /ts/are consonant clusters in the word "*splits*". The consonant clusters that appear at the beginning of words (onset), like /spl/in the example above, are called initial consonant clusters. Final consonant clusters are consonant clusters that appear at the ends of words (coda), such as /ts/. Yule (2006) did an accompanying diagram to show the basic structure and place of consonants in a syllable. However, when students practice pronunciation, consonant clusters can present unique challenges because, even if their mother tongue has consonant clusters, those sounds may not be pronounced the same in English, particularly consonant clusters at coda. Yule (2006) commented that it is "*quite unusual for other languages to have consonant clusters of this type*". In dealing with Vietnamese, Avery and Ehrlich (1992) stated that "*Vietnamese has no consonant clusters in initial or final position*". Thus, many English consonants do not appear in the Vietnamese language, which can lead to making mistakes when Vietnamese students speak English. Avery and Ehrlich also said that "*Vietnamese students tend to omit one or more consonants from a difficult cluster*" (p. 155). In fact, in casual conversations, Vietnamese students usually reduce or delete one or two consonants in each word. In this article, the researcher wants to mention two types of consonant cluster reduction: initial cluster reduction and final cluster reduction. Because Vietnamese students do not have the habit of pronouncing consonant clusters in their first language, they always reduce consonants in a word to make that word easier to speak for them in English. For example, the word "*clean*" (klin) is usually spoken like/lin/or the word "*mould*" (mÜld) is usually spoken like/mvl/. Therefore, consonant cluster reduction and deletion habits are bad habits and students need to avoid them. If they can overcome those bad habits, it will help them to become good speakers. Word stress In English, people do not pronounce each syllable with the same force or strength. In each word, we stress one syllable. We say one syllable loudly and strongly and all the other syllables quietly. English listeners listen to the stressed syllables, not the weak syllables. Word stress is very important while speaking English. If the speakers stress the wrong syllable in a word, it can make the word very difficult to hear and understand. For example, the word "*desert*" has two ways to stress with two completely different meanings. If we stress the first syllable, "*desert*" will mean "*a waterless, desolate area of land with little or no vegetation, typically one covered with sand.*" (Oxford, 2015). And if we stress the second syllable, "*desert*" will mean "*abandon (a person, cause, or organization) in a way considered disloyal or treacherous.*" (Oxford, 2015). Even if the listeners understand, mistakes with word stress can make them feel silly or perhaps even irritated. Ngo (2001) stated that "*Vietnamese is a syllable-timed language, and English is a stress-timed language.*"

2.3.1.2 Word stress

As well as tone and intonation, word stress is one of the supra-segmental features of spoken texts (Ladefoged, 1993; Nunan, 1999). According to Ladefoged (1993) and Kreidler (1997), every word in English that has more than one syllable has a prominent stress. The stress pattern of an English word is fixed. Speakers of English are not free to give prominent stress to any syllable they choose. When listening to native speakers of English, we will find that some of the utterances we hear are louder, longer in vowel duration, or higher in pitch. A polysyllabic word consists of one or more unstressed syllables and one primary stressed syllable. The stressed syllable is pronounced with a greater amount of energy and is usually louder than unstressed syllables (Ladefoged, 1993; Field, 2004). For example, when we say the word *sugar*, the first syllable will be higher in pitch, longer in vowel duration, and louder than the second syllable (Clark & Yallop, 1995). According to Underhill (1994), some long polysyllabic words can have, in addition to the primary stressed syllable, another syllable that is stressed. This is known as the secondary stressed syllable. The primary stressed syllable is given more force than the secondary stressed syllable. For example, the primary stressed syllable of the word *information* is on the second-to-last syllable, whereas the secondary stress is on the first syllable. Both the primary and secondary stressed syllables of the word *information* contrast with unstressed syllables.

The placement of the primary stress in the word can determine the meaning of the word. For example, it can distinguish nouns from verbs, as in *an **in**sult*, *to in**sult**, an **in**crease, to in**crease***. The sample words illustrate that the nouns have stress on the first syllable and the verbs have stress on the second syllable. In addition, stress patterns are also used to discriminate between compound nouns and adjectives followed by nouns, as in *a **hot** dog* (a type of food) and an over-heated dog. Compound nouns have a single stress on the first word, but the adjective phrases have stress on both words.

Word stress misplacement is one possible cause of the problems. To be able to communicate effectively and intelligibly in oral English, non-native speakers of English need to be able to produce understandable sounds. To achieve this, they need to speak English with correct word stress placement in order to be comprehensible to other competent listeners (Morley, 1989, cited in Murphy, 1991; Hedge, 2000; Jenkins, 2000). Word stress is particularly important in speech processing (Brown, 1990; Field, 2004). To identify words, native speakers of English or competent listeners rely on word stress patterns. It could be difficult for them to understand a word with the wrong stress pattern (Brown, 1990; Jenkins, 2000). Similarly, Underhill (1994) has suggested that spoken words with correct sounds but incorrect stress placement is more difficult to comprehend than words with the correct word stress but incorrect sounds. Learners' failure to acquire English word stress patterns is one of the pronunciation errors that possibly lead to misunderstandings (Benrabah, 1997; Ur, 2003).

2.3.1.3 Intonation

Intonation is understood as the rise and fall of the pitch of the voice in spoken language (Tench, 1996). In some cases, intonation becomes important in speaking English. Similar to other languages, English native-speakers often pay attention to intonation when asking questions. In the case of using yes-no questions, native speakers often raise the intonation at the end of the sentence. On the other hand, they often use a falling intonation at the end of other questions, such as Wh-questions.

In the case of making statements, it is very important to fall into intonation at the end of a sentence. Besides, when native speakers want to present a list of things, they use rising intonation for all items until the final item, which uses a falling intonation.

Next, feelings like happiness, excitement, fright, and annoyance usually use a rising intonation. Boredom, sarcasm, and disinterest often use a falling intonation. Native speakers often raise the intonation of a specific word when they want to emphasize its importance. When a speaker wants to contrast two things, they often use rising intonation as well as place the stress on the word used to show the contrast. In fact, a lot of English major students are not fully aware of the importance of intonation in communication with native speakers. They often sound every word at the same stress without paying attention to intonation.

Similar to word stress errors, students majoring in English usually forget to apply intonation when speaking English. Moreover, errors in using intonation while speaking can lead to misunderstanding even if you pronounce and use grammar correctly. Intonation can change the meaning of a sentence.

Ky (2007) claims that the absence of intonation instruction in universities in Vietnam results in obvious linguistic poverty both inside and outside the classroom setting. Although English was introduced as a subject in Vietnamese schools over 30 years ago, English pronunciation has been neglected in favour of grammar and vocabulary.

According to Nguyen, Ingram and Pensalfini (2008), only knowledge of vocabulary and grammar is needed for students to pass the national exam for high school graduation. For English majors at the university where this research took place, intonation constitutes about one tenth of the whole pronunciation course, which itself accounts for about 5% of the curricular content.

Griffiths (2010) attributes this neglect to "*the lack of clear guidelines and rules available in course books*" and "*the fact that isolated exercises once a month do not seem to have much of an effect*". In addition, Vietnamese teachers lack confidence in providing a good model for learners (Griffiths, 2010) and believe that the tonal system of Vietnamese makes learning English intonation difficult. Doan (2005) and Ky (2007) attribute the neglect of intonation in Vietnamese universities to three main reasons: the lack of time for intonation teaching in the classroom; the lack of available reference materials and the lack of facilities; and the adherence to traditional methods of testing English, which focus more on written tests and ignore speaking and pronunciation.

In short, intonation is a significant element in speaking English. Students who want their voices to be natural should pay attention to this element to improve themselves.

2.3.2 Grammar tense

Grammar is the study of words, and the ways words work together; it's an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously, becomes aware of the grammar of that language.

Harmer (2004:12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in each language.

The expert said that these are regulations or rules of how language is constructed and used in communication. People learn how to construct a good message based on the rules they know and try to convey the message to others. These rules are learned as grammar. Having known the definition of grammar, it is not hard to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learnt the language. Besides, it seems impossible to learn a language without learning the grammar because it tells us how to use the language.

Halliday (1994) said that if learners of English as a second language do not understand the concept of tense, they cannot advance their English at a high level. According to Fredrickson (1997), the problem is that students get confused when they encounter many kinds of verb forms, and they associate them with time. They have the idea that verb tenses are always associated with particular times. Many forms of verb tense are not always related to time, as learners understand. The present simple is not always about the past, and the present continuous is not always a progressive action.

In conclusion, knowledge of the language enables us to know the meaning of isolated words or sentences or the rules of grammar. Talking about the language does not mean knowing the language and using it. Linguists define language as speech, so knowing a language entail knowing its grammatical patterns as well as proper usage.

2.4 Reasons of making speaking errors
2.4.1 Lack of vocabulary

During the learning process, students need to practice improving their vocabulary to be able to avoid maximum incidents during communication. When communicating, if possible, they should choose a topic where we are rich in vocabulary about it. When students are unable to choose a topic but encounter difficult topics and have little vocabulary, they should avoid overly specific language that can lead to problems that make our communication lose points.

Forgetting words is a common problem in communication. The cause is usually due to psychological factors. When communicating, if student feel pressured, the speaker sometimes forgets what you are saying. Or when the word in question is a difficult word to remember, from a science major, less common in life, it is also likely to be forgotten if

not prepared carefully before speaking. So, to overcome this, student need to be well prepared before talking about both content and psychology if possible. Need to use English regularly in daily life to create a quick language response and avoid forgetting from speaking.

2.4.2 The interference of mother tongue

The process of learning a foreign language is also the process of grasping a new system of habits. In the process, the habits of using the mother tongue have influenced the foreign language.

Most new language learners are influenced by their mother tongue in most situations. The mother tongue is one of the basic mistakes that all students make when practicing speaking skills in class. In fact, this is a phenomenon that often hinders and slows down the learning process by improperly applying the means, structures, and rules in the mother tongue to the language learning process, making the use of that language incorrect.

In terms of functions, in English, adjectives always stand before nouns to modify that noun, and in Vietnamese, adjectives always stand after nouns.

"I want to buy a large house."
"I'd like to buy a large house."

The linking verb, "to be" in Vietnamese means "then, is, in". However, in Vietnamese, "is" is rarely used to match subjects with adjectives in sentences, so Vietnamese people who learn English often simulate the aforementioned to apply in English. Instead of writing "*She is hungry,"* students write "She is hungry."

For complex sentences with dependent conjunctions the pair of word relations in Vietnamese is the word relation used to connect the sentences in a sentence together, like "Because... so" or "Although... but". These pairs of word relations cannot be separated to ensure the semantics of the sentence. Applying this rule created errors in the way of making sentences, such as: "Although he was ill, he went to school," and "Because we didn't learn hard, we could not pass the test." Although the correct expression in English should be: "Although he was ill, he went to school" and "Because we didn't learn hard, we couldn't pass the test."

In short, language interference is an inevitable phenomenon in the process of teaching and learning foreign languages. However, the active movement will make the teaching and learning of a foreign language more advantageous, while shifting the focus will greatly hinder that process. Therefore, to improve the effectiveness of foreign language teaching and learning, teachers need to compare and contrast to clarify the similarities and differences between the two languages in the teaching process. This contributes to helping students avoid basic mistakes in second language acquisition.

2.4.3 Background knowledge

Background knowledge is a key component for students to speaking English successfully. Simon (1996) defined that "*background knowledge is all knowledge learners have when entered a learning environment that is potentially relevant knowledge*". Gebhard (2000) affirmed that "*background knowledge related to our real-world experiences and expectations that we have. This knowledge is very important when we consider that language process problem of students*". Students also meet difficulties in speaking because they lack of background knowledge. They do not have enough information to send messages for listeners and the ideas will be interrupted. Maybe they rarely discover diversified fields; they just focus on their main majors, for example English-majored students just finding knowledge about English but not about history or science. Therefore, it can be seen that background knowledge is the knowledge that students have gained during their study and lives.

To sum up, background knowledge is the factor impacting on students' speaking ability. Background knowledge is a key component for students to listen to English successfully.

2.4.4 Psychological factors
2.4.4.1 Anxiety of error

One of difficulties every student will face in future is the anxiety, especially is anxiety of error. Anxiety is a complex phenomenon. Spielberger (1980) says that "*anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system*" (qtq.in Horwitz, Horwitz, and Cope, 1986, p.125). Most people feel anxious about work, school, and any other situation in life. In particular, anxiety shows that students are often quite shy and quiet in foreign language classes. They are lack of energy and distracted when performing tasks. Harshbarger et al. (1986) show that students are often quiet, shy and reticent in language classrooms. They dislike public touch and overt displays of opinions or emotions. Tsui (1995) explains that the factors affecting students' speaking skill is that they are afraid of making mistakes and being laughed by their peers. Some other studies have shown that the factor that affects students' speaking skills is the fear of making mistakes. Horwitz, and Cope, 1986, p.125). In other words, it's human feelings of fear, anxiety, and stress. Anxiety affects a student's communication in a foreign language class. Similarly, Steinberg & Horwitz (1986) found that anxious learners produced fewer interpretive messages than comfort learners did. "*Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object*" (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, 1991:18). Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001:113).

It is clear that anxiety is a serious issue that affects a student's language performance and achievement.

2.4.4.2 Lack of motivation

In all areas of human learning, including second language learning, motivation is an important driver of whether or not learners are focused on a job, how much energy they devote, and persistence for how long. According to Gardner (1985:10), motivation is described as "*the degree to which an individual works or attempts to learn a language because of the desire to do so and the satisfaction experienced in this activity*". Oxford and Sheari (2009) describe motivation as the desire to achieve a goal, combined with the energy of working towards that goal. So, there's no denying that motivation plays an important role in language learning. Besides, the learner's motivation is also affected by the encouragement of others. For example, learners who have low incentives, rate their learning potential as low, and who are forced to learn a language method they don't like, may not try to learn. Finocchiaro (in Hines Rutherford, 1981) writes that an external dynamic becomes intrinsic if the learner becomes confident because of perceived success. The motivation for success depends not only on the learners themselves, but also on external factors. For this reason, students need to be aware of the benefits of learning English to be motivated to learn.

2.4.4.3 Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of the problem in students' learning activities in the classroom especially in the class of speaking. In line with this, Baldwin (2011) as cited by Juhana (2012:101) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

According to Wikipedia, "*Shyness (also called diffidence) is the feeling of apprehension, lack of comfort, or awkwardness especially when a person is around other people. This commonly occurs in new situations or with unfamiliar people. Shyness can be a characteristic of people who have low self-esteem. Stronger forms of shyness are usually referred to as social anxiety or social phobia*". It shows that many students suffer when they are required to speaking in English class because they lack of self-confidence, feeling uncomfortable and difficult to control themselves.

As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students. Therefore, paying attention to this aspect is also quite important to help the students do their best in their speaking performance in the classroom (Gebhard, 2000).

2.4.4.4 Lack of confidence

Lack of confidence is the problem that most learners of English in Vietnam in general and in Tay Do University in particular face. In addition, the communication environment is not often focused. Practice in the classroom is very little, leading to many students

developing a lack of confidence, fear of mistakes, and reluctance to communicate in English. Every time they speak English, they are very embarrassed, afraid of making mistakes and being ridiculed by the other person. It may be found that many students often lose confidence when they know that their contact partner is not listening to them, or they do not understand other speakers. Moreover, many students feel uncomfortable to speak English in class because this stress and anxiety is caused by biological factors such as genetics or external factors such as habitat. According to Chen (2010), "*the main cause of student's confidence is low English-speaking ability. In this case, many students think their English is poor and feel that they cannot speak good English*". Lack of confidence in speaking a language affects student speaking negatively.

2.5 Related studies

In the process of English proficiency, students are affected by many obstacles, especially in learning speaking English. The previous studies below will be good evidence for that affirmation.

The first one that should be mentioned is the research "Problems of oral communication in English among Bangladeshi Students" by Harunur Rasbid Kban in 2007. This mixed research utilizing both quantitative and qualitative instruments was conducted in 29 students studying at East West University. Most of participants speak English as their second language. The three main instruments of this study are questionnaires, interviews and speaking test. The findings showed that students met some problems related to unintelligible pronunciation, inappropriate choice of words and phrases, obscure meaning and faulty sentence.

In 2014, Yuen Cheekeong, Amrabdullatif Yashin and Taha Talib Abdulrahman conducted the study on "Oral communication problems of Yemeni High School EFL Students in Malaysia" The participants were 40 students given questionnaire and interview paper in order to collect the data. The results revealed that the oral communication problems of Yemeni high school EFL students could be categorized into three factors. Firstly, teachers focused on the grammatical results aspect while neglecting the practical side of the language and they did not encourage their students to speak English in class. Secondly, the curriculum was not designed to promote, and enhance oral communication since students had very limited drills to practice orally. Thirdly, most of the students were not confident using English as a means communication both inside and outside the classroom.

Next, an investigation by Luong Hong Hieu - English majored student of Tay Do University instructed on "The difficulties in English speaking of English majored freshmen at Tay Do University" was conducted to recognize their own problems in speaking and find out suitable ways to avoid these problems. The participants of study are English majored freshmen from class English 11B at Tay Do University. In study process, questionnaire and interview are used as instruments to collect the data. The results of the research will show the difficulties in English speaking of English majored freshmen at Tay Do University. Besides, the teacher can also know the problems of their

students to change the teaching method and suggest some posible solutions in orther to help students learn and improve English speaking skill.

Similarly, the research "A survey on common mistakes in English speaking affected by Vietnamese of English majored sophomore at Tay Do University" by Dang Vuong Bao Nhi in 2017 is also a good demonstration. In particular, the information was collected from 83 students of two classes from English course 10 at Tay Do University. Besides, the instruments of this study were the questionnaire and the observation. The result of this study revealed that English majored sophomores made several mistakes about intonation, ending sounds, consonant clusters, word stress, articles, tenses, passive voice and word order.

3. Research methodology

In this chapter, the researcher provides detailed description about the method employed in the study including such features as the hypotheses, research design, participants, instruments, and the producer as well.

3.1 Research questions
The research was conducted to find out the errors in speaking skill of English-majored freshmen at Tay Do University. The research was conducted to answer the two questions:
1) What are some common errors that English majored freshmen at Tay Do University often encounter when studying speaking English?
2) How do the students overcome some mistakes in speaking English?

3.2 Hypotheses
According to the literature review in Chapter 2 and research questions, it was hypothesized that English majored freshmen at Tay Do University often encounter errors in English speaking class such as pronunciation (consonant, vowel, word stress, intonation), grammar tenses, and psychological factors.

3.3 Research design
In order to answer the research question, this survey research was carried out at Tay Do University. It was also designed as a combination of quantitative and qualitative research. The participants were English-majored freshmen at Tay Do University. Those students supplied very useful information by answering questions in the questionnaire. Then, the data were collected and analyzed to get the final result.

3.4 Participants
Participants of this research were English-majored freshmen from two classes of English Linguistics 15 A and B at Tay Do University. They were both females and males selected randomly. Most of them had the age of 19. The others from 20 to 24 years old. They all came from different places in Vietnam and learned English with different intervals, so

they had different English levels and learning methods. They speak Vietnamese as their mother tongue and English is considered as their foreign language. The majority of them come from rural area and they have learned English at least seven years. The participants have been learning English as their major in four terms and improving the skills in learning English, especially speaking subject. The main material were the books of Speak Now 1, ..., which were compiled by Jack C. Richards David Bohlke. Besides, the participants also practiced many extensive topics given by teachers in class. Students have been given questionnaire in order to get in get information about some common errors in English speaking class.

3.5 Instruments

To achieve the goals of the thesis, the instrument of this research were questionnaire and statements. These instruments were very helpful in collecting essential information from student, the research instrument was completely based on information gained from theories related to issues in chapter two. The questionnaire is executed to show us the student's though about some common errors in English speaking class. Besides, the statements for student were used to compare the information in the question to get more extra information.

3.5.1 Questionnaire

The questionnaire was used as the most effective instrument because the large amounts of information could be collected from a huge number of people in a short period of time. In addition, the outcomes of the questionnaires can be quickly and easily quantified by the use of the software package. The survey questionnaire is designed for 3 main purposes: To know the students' attitude for speaking English skills. To find out the challenges students face in terms of English language skills. To have the best ideas for solving the problems with the student. The questionnaire embraces 7 questions and 36 statements. Part one consisted of 7 questions (numbered from one to seven) which required the students' background of learning English. The participants were required to choose the most appropriate answer. Especially for question 7, students were advised to give their specific answers. Besides, part two was 36 statements (numbered from 8 to 43) illustrated in a table with the 5-degree including strongly agree, agree, no idea, disagree, strongly disagree. Students could tick on the relevant column next to each statement. In general, the questionnaire was classified into the following sections:

Questions/Statements	Summary of the question's/ Statement's content
a. Question 1 to 7	- Student's background of learning English
b. Question 8 to 10	- Student's attitude toward English speaking skill
c. Question 11 to 16	- Ending sound mistakes
d. Question 17 to 19	- Consonant cluster mistakes
e. Question 20 to 23	- Word stress mistakes
f. Question 24 to 28	- Intonation mistakes
g. Question 29 to 33	- Grammar tense mistakes

h. Question 34 to 37	- Student's problem in mother tongue
i. Question 38 to 39	- Vocabulary mistakes
j. Question 40 to 43	- Problems of psychology

3.6. Procedure

In this part, the process of doing this study was presented. The research lasted about 12 weeks and it was divided into 4 steps. All the activities of conducting the study were listed in the following table:

Duration (12 weeks)	Activities
From the 1st to the 6th week	- Correcting the research topic and submit the research proposal. - Designing the framework of the research - Designing the questionnaire and the interviews
From the 7th to the 8th week	- Asking teachers for the permission of delivering the questionnaire - Delivering the questionnaire to students - Interviewing the students and the teachers - Collecting the data from the questionnaire and the interviews.
From the 9th to the 12th week	- Analyzing the collected data from the questionnaire and the interviews. - Completing the paper.

4. Results and Discussion

Chapter 4 indicates the results of the study basing on the data collected from the questionnaire and the statements. The findings show the statistical evidence that reveals students' problems in speaking English skill. Then, the discussion will follow to wrap up this chapter.

4.1. Results from questionnaire

This part showed the results of the whole research. The final findings were drawn for analyzing the data that the researcher collected from 80 English-majored freshmen mentioned in the previous chapter. All of the results of the questionnaire were collected for the same purpose which is examining some common errors in English speaking skill of English majored freshmen at Tay Do University and answering for the main question of this research: What are common errors in English speaking skill of English – majored freshmen at Tay Do University?

Thanks to the questionnaires, the researcher got a lot of valuable and reliable information from participants. The results from questionnaires were divided into 2 major parts, embracing students' background and students' common errors in English skill.

I summarized all results into table and chart form. Each chart and table show the number of students who chose the suitable answer in each questionnaire.

## 4.1.1. Student's background

Question 1: How long have you learned English?
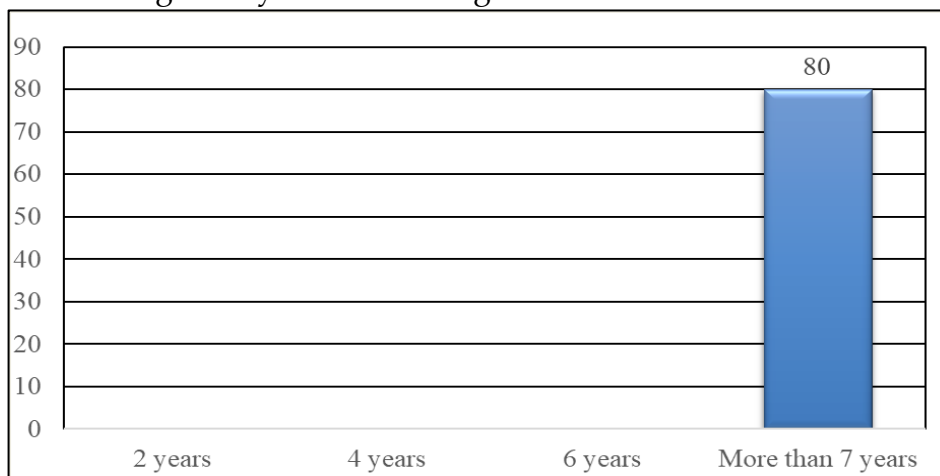
Figure 1: The amount of time students has studied English

This chart above indicates the length of time learning English of 80 English major students. On looking at the table, the number students who have learned English for more than 7 years take the highest proportion with 100 percentages of students have learned English for more than 7 years compared to 5 to 7 years. None students learning English from 5 to 7 was shared at all. From the data, we can see that all of our students have studied English for quite a long time, mainly from primary to secondary and high school levels.

Question 2: Which skill do you think is the most important?
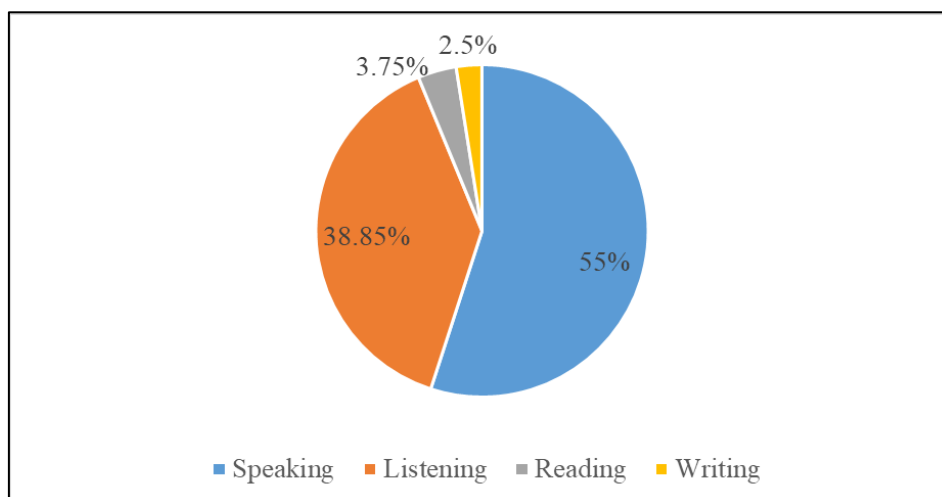

Figure 2: Students' language skills importance

Purpose of this question is to ask students to show their most important skill. These are 4 basic skills that students have studied before. The four skills of language

learning are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. According to the ability and interest of each person, there are different attitudes to favorite language skills.

Based on the chart, our students are quite interested in learning speaking, which occupies the highest percentage of four skills with 55% in comparison with listening 38.75%. Surprisingly, reading and writing share the same result 6.25%.

In conclusion, students tend to focus on, and desire to improve communication skills like speaking and listening rather than reading and writing skill.

Question 3: How is important the speaking skill?
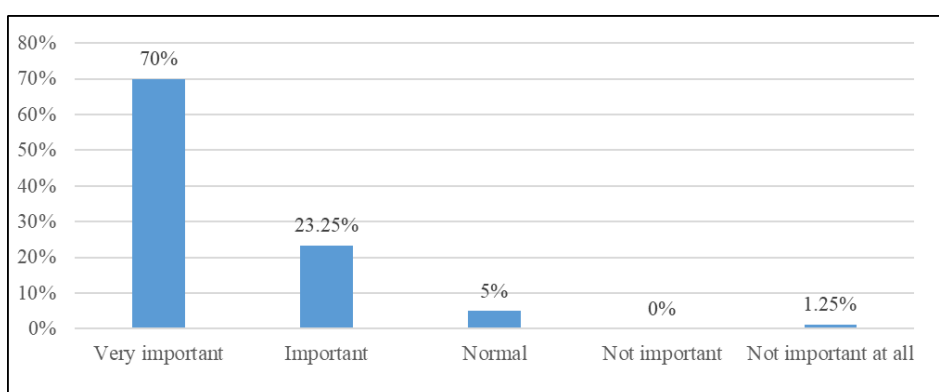
Figure 3: Students' opinion on the importance of speaking

As the result, most of students agree that speaking is an important skill. When the students were asked to rate the importance of speaking English, most of students chose the answer "very important" (70%), the others thought speaking skill was important (23.75%). Besides, there were 5% of students who expressed that speaking skill was just a normal skill. In short, a lot of freshmen really recognized the role of speaking skill. They all supported this attitude to importance of speaking skill and the effect of speaking skill in real life is undeniable.

Question 4: How is your speaking skill?
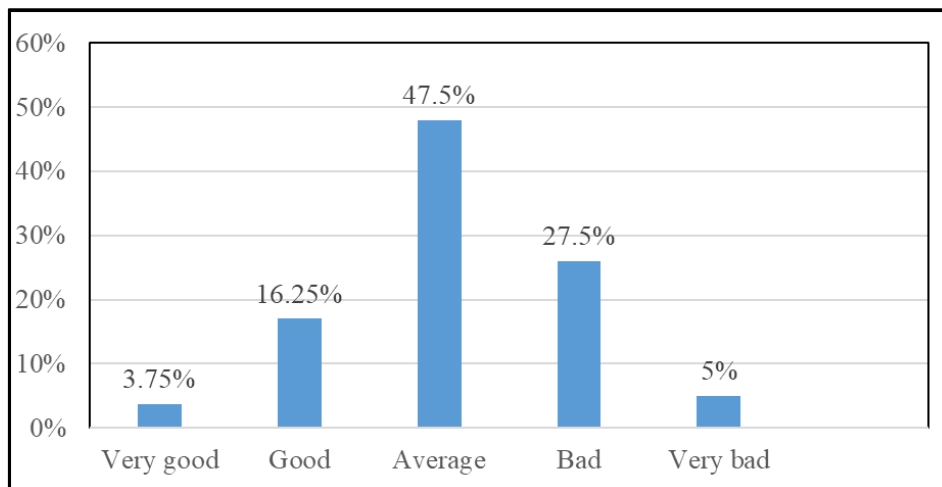
Figure 4: The students' self-evaluation on their speaking skills

The bars from Figure 4 show the participants' opinion about their speaking skills in the learning process, there was only one (3.7%) out of 80 students said that their speaking skills were very good. Besides, there were 13/80 (16,25%) students believed that their speaking skills were good, they could confidently speak in front of many people, they could speak with fluency and easily got the attraction from the audiences. While there were 38 students (47.5%) said that their speaking skills were normal, it was not so good but not so bad also. Finally, 32.5% of the participants (27 students) announced that they had a bad speaking skills.

Question 5: How much time do you spend on practicing speaking per week?

How much time do you spend on practicing speaking per week?	Percentage
A. 30 minutes	42.5%
B. 1 hours	28.75%
C. 2 hours	11.25%
D. More than 3 hours	17.5%

Figure 5: Students' speaking frequency practice per week

The data showed that there were 42.5% of the participants (34 students) who always practiced their speaking 30 minutes per week. While 28.75% (23 persons) of the freshmen announced that they practiced their speaking skills 1 hours a week. Next, 9/80 students (11.25%) practiced the speaking skills 2 hours. Lastly, we also had 17.5% of the participants (14 persons) practiced their speaking skills more than 3 hours per week.

In general, it can be concluded that most of the students expressed their positive attitude towards self-speaking skills.

Question 6: How often do you make a mistake when speaking English in class?
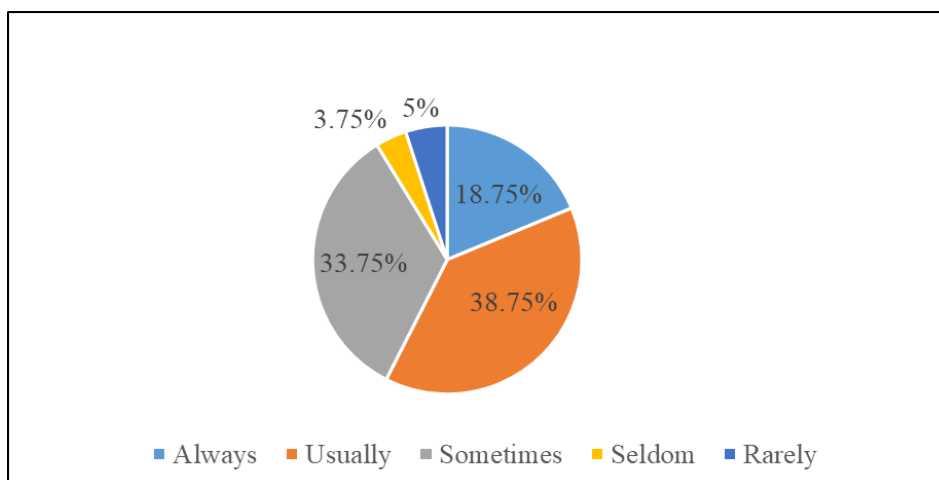
Figure 6: Frequency of students' make a mistake

Statistics from Chart 6 point out the frequency of students' having problem when they are speaking English. They all agree that they have a errors when speak English. This result is understandable because the focus on learning speaking skill separately is quite new with them, and they have just studied for a year so having errors is unavoidable.

Having 15 students always have problem in speaking (18.75%). These students feel shy and unconfident when speaking English at class because they think they have too many errors.

The number of students "usually" and "sometimes" occupies 72.5% of 80 students. They know that they are having many errors in speaking but they started to fix it day by day. They begin gaining confident to speak with lectures and lectures help them improving speaking. These students need to go practice outside more to gain experience and confidence to speak more.

On the other hand, 23 students feel that they rarely meet errors when speaking English (8.75%). Those students had practiced a lot and already had experience when speaking with foreigners. They believe that they can speak to foreigners fluently.

The result of this chart points out students' frequency having problem when speaking English and many of them still have some problems and they need to practice more even they are at home.

Question 7: What kind of mistakes do you usually make in speaking English?
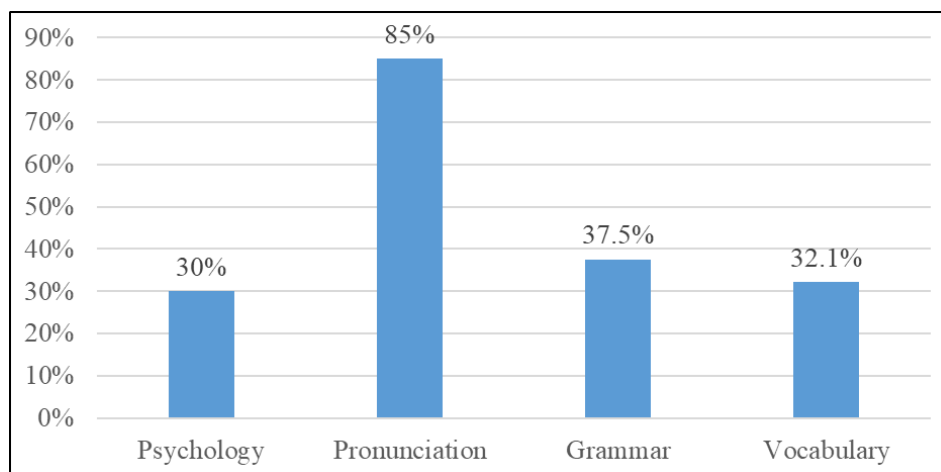
Figure 7: Some errors made by students

The purpose of this question is to find out some difficulties students often meet when speaking. On looking at the chart, observe the fact students consider the psychological barriers are the main difficulty in speaking with the percentage about 30% of students. The fear of making errors, shyness, anxiety, and lack of confidence, plus 17% of students have no motivation in speaking; all above actors prevent students in speaking English. It is possibly attributed to the fact that the psychological barriers are the greatest difficulty that students need to overcome learning speaking English more effectively.

Without much effort, we can see that students get some troubles with pronunciation 85% of students often have pronunciation error, taking the highest percentage.

On the other hand, 30 students are quite unconfident with their vocabulary. Vocabulary is a wide topic, and it doesn't have any specific topic. So, it is understandable when students always have trouble with new words. It's about 37.5% of students often have trouble when they met new vocabulary.

Having 26 students think they often speak with wrong grammar. Many students are really good at writing essay with good use of grammars but when they speak, they only use simple sentences. It is the result of studying too much theory and without practicing 32.1% of students thinks that it's hard for them to apply some grammars in speaking.

In general, there are certain difficulties that each student faces when they learn speaking, however a high percentage of difficulty mostly comes from their subjective factors.

4.1.2 Student's Common errors in the process of speaking English skill

A. Student's attitude toward English speaking skill

Table 1: Student's attitude toward English speaking skill

Statements	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
8. You think that you will use the speaking skill more than the other skills when you graduate.	43.75%	52.5%	3.75%	0%	0%
9. Fluent speaking is the key for you to widen your knowledge or to get a good job.	50%	50%	0%	0%	0%
10. You really want to improve your speaking skill but you do not know where to start.	31.25%	53.75%	12.5%	1.25%	1.25%

To research whether students had any purpose to improving and learning English speaking skill or not, statements 8 to 10 were made. The result showed two main purposes which were agreed by English major freshmen. The first statement was "You think that you will use the speaking skill more than the other skills when you graduate." There were 52.5% students who agreed with that statement and 43.75% of them chose the answer "strongly agree". That meant almost students would use speaking skill in the future. Both answers "No idea" and "Disagree" took only 3.75% students' vote. To know clearly about the exact things that make students use speaking skill a lot, a statement "Fluent speaking is the key for you to widen your knowledge or to get a good job." had been given. The result was almost absolute with 50% students who chose "strongly agree" and 50% of them chose "agree". And especially, no students choose both of the answers "No idea" and" Disagree". That meant after graduating from Tay Do University, almost of them want to widen their knowledge by higher education or exchanging information with foreigners or get a good job. For two reasons above, students are still required to communicate by English. The better they are good at English speaking skill, the more chance they will get. Because of recognizing the importance of speaking skills, many students have the need to improve their speaking skills with a total of 85% of the 80 first-year students majoring in English language at Tay University.

B. Pronunciation
a. Ending sound errors
Ending sounds are very important when we are speaking. Ending sounds are the determinants which help listeners recognize the words.

Table 2: Student's thought about ending sound mistakes

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
11. Ending sounds are very important when we are speaking.	35%	53.75%	8.75%	2.5%	0%
12. You often do not pronounce ending sounds.	22.5%	38.75%	16.25%	5%	17.5%
13. Sometimes people misunderstand what you want to say because you do not pronounce ending sounds.	36.25%	45%	11.25%	6.25%	1.25%
14. You usually forget the way to pronounce /-s/ and /-ed/ sounds.	20%	36.25%	21.25%	20%	2.5%
15. You can pronounce differently between the /s/ and /z/ sounds.	32.5%	40%	13.75%	10%	3.75%
16. You think your mistake are because Vietnamese do not have ending sounds.	30%	21.25%	27.5%	13.75%	7.5%

According to the table, there were 88.75% of English majored freshmen who strongly agreed that Ending sounds are very important when we are speaking. Next, you often do not pronounce ending sounds, 61.25% chose the answer "Agree" and "Strongly Agree" for that statement. The first one, almost of students understood clearly what ending sounds were in English and recognized that Vietnamese did not have any ending sounds. The second, it also showed the fact that because Vietnamese language did not have ending sounds, Vietnamese people did not have the habit that pronouncing ending sounds while talking in their daily life. That was the main reason why Vietnamese learners in general and English majored freshmen at Tay Do University in particular did not pronounce ending sounds while talking. And making the listeners misunderstand their idea because of lacking of ending sounds is one of common problems which students always get. In fact, there were 81.25% of students who expressed that sometimes people misunderstood what they wanted to say because they did not pronounce ending sounds. That meant almost of them got trouble with ending sounds. They were misunderstood their idea while speaking because they did not pronounce or pronounce wrongly final sounds. To know more about their common mistakes, the research continued to give them some statements to express their ideas. The first one was "you usually forget the way to pronounce /-s/ and /-ed/ sounds". With this statement, 20% of the students express that they strongly agreed with it, 36.25% of them chose "agree". The numbers showed that a lot of students had problems with pronounce those sounds. Besides, there was another common mistake that the researcher wanted to mention with the statement "You can pronounce differently between the /s/ and /z/ sounds." There were 72.5% of students thought that they could pronounce differently /s/ and /zl/. That meant there were some of students who had the problem with /z/ and /s/. With the statement 16, students also agreed with the research that because Vietnamese does not have ending sound, they could not avoid making mistakes about ending sounds. While observing the participants, there were some mistakes which were figured out.

b. Consonant clusters errors

Consonant clusters are the part of words which contribute to create words. But this is a new concept with the students. They have been never taught about consonant clusters before entering to the university. Thus, it is necessary to know clearly whether students understand the concept of consonant clusters or not and their thought about the role of consonant clusters.

Table 3: Students' awareness about consonant clusters

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
17. Consonant clusters are important to produce a sound.	26.25%	55%	8.75%	8.75%	1.25%
18. Vietnamese do not have consonant clusters.	20%	45%	25%	6.25%	3.75%
19. Consonant clusters are very difficult for you to pronounce.	30%	35%	20%	13.75%	1.25%

According to the chart, 81.25% of students thought that consonant clusters were important to produce a sound. That meant a lot of students knew the role of consonant clusters. As some of students knew what consonants are, it was easy to see that students knew how important the consonant clusters were. With the statement 18, it was necessary to know whether the participants knew that Vietnamese language did not have consonant clusters or not and the result were pretty good. Although a lot of students did not clearly understand the concept of consonant clusters, the others recognized that Vietnamese did not have consonant clusters (20% chose "strongly agree" and 45% of the participants chose "agree"). Besides, most of students thought that consonant cluster sounds were very difficult for them to pronounce (30% of students chose "strongly agree" and 35% of them chose "agree"). That meant students did not clearly know the way to pronounce correctly consonant clusters and consonant cluster sounds were very difficult for students to pronounce because their first language did not have. That was the main reason of pronouncing wrongly the consonant cluster sounds.

c. Word stress mistakes

Like ending sounds, word stress is an important element in speaking English. Stressing the wrong part of words might cause a lot of misunderstanding between the speaker and the listener. Before researching about word stress mistakes of students, the research wanted to know clearly students' thought about the role of word stress. Look at the figure below.

Table 4: Student's thought about word stress mistakes

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
20. Word stress is an important element in speaking English.	38.75%	55%	6.25%	0%	0%
21. Wrong word stress will cause a misunderstanding of the word's meaning.	32.5%	60%	6.25%	0%	1.25%
22. You understand clearly about English word stress's rules.	18.75%	23.75%	23.75%	15%	18.75%
23. You usually stress the wrong syllable of words.	30%	35%	21.255	13.75%	0%

There were a total 93.75% of students who thought that word stress was an important element in speaking English. It was a good signal, almost of students knew the importance of the word stress. To prove that word stress mistakes were mainly caused by Vietnamese, some statements below were given to the freshmen to know their thought about word stress mistakes. In fact, stressing wrongly the part of words may cause to misunderstanding the words' meaning and according to the result from the table above, 92.5% of students knew it (32.5% chose "strongly agree" and 60% chose "agree"). Next, the researcher wanted to know if the participants understood clearly about English word stress rules and the result showed that there were 18.75% of the students who strongly agreed they knew those rules clearly and 23.75% of them agreed with the statement. Finally, to know whether students usually stress the wrong parts of words, look at the result of statement 23. There were 65% of freshmen showed that they usually stress on wrong part of the words (30% chose "strongly agree" and 35% chose "agree" for their answers"). It could be confirmed that stressing wrongly the part of words was the common mistake that English majored freshmen students of Tay Do University used to make.

d. Intonation mistake
Intonation is a significant element in speaking English. It helps speakers to express their feeling, attitude or emphasize the main messages. Thus, it is necessary to investigate the students' attitude toward the role of intonation.

To consider whether speaking Vietnamese as a first language had an effect on the speaking mistakes, the questions 24 to 28 were conducted.

Table 5: Student's thought about intonation mistakes

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
24. In your opinion, Vietnamese does not have intonation.	11.25%	16.25%	11.25%	43.75%	17.5%
25. You do not use intonation when you speak Vietnamese.	13.75%	30%	16.25%	22.5%	17.5%

26. You think that intonation mistakes are caused by mother tongue.	17.5%	31.25%	18.75%	18.75%	13.75%
27. You usually speak English without intonation.	23.75%	43.75%	18.75%	12.5%	1.25%
28. You cannot get used to adding intonation in your speech.	33.75%	36.25%	16.25%	12.5%	1.25%

To consider whether speaking Vietnamese as a first language had an effect on the speaking mistakes, the questions 9 to 13 were conducted. As displayed in table 5, Intonation mistakes definitely affected by Vietnamese language. At question 25, the research wanted to know whether students know clearly about Vietnamese intonation or not and the result was quite interesting. Although Vietnamese was their first language, there were still 40% of students did not express that they disagreed with the statement "According to you, Vietnamese does not have intonation." In fact, Vietnamese does have its own intonation and it is the most difficult one in Southeast Asia.

Besides, there were some of students did not have the habit which used intonation while speaking Vietnamese (13.75 % chose "strongly agree" and 30% chose "agree"). It was easy to see that almost half of Tay Do freshmen did not know clearly about the concept of intonation or in other words, they could not feel their voice going up or down while speaking. That might cause to two things that student did not know clearly about the concept of English intonation and forgot to add intonation while speaking English.

To find out those comments above were right or wrong, the researcher continued to create two statements which showed the current mistakes of students about speaking English and the reasons. The first one was "You usually speak English without intonation." The answer "agree" had been chosen with the highest percentage (43.75%). Next, with the statement "You cannot get used to adding intonation in your speech", there were 63.75% of them who chose "agree" for their answer and 63.75% was also the highest percentage in those statements. It could be seen that speaking English without intonation happened with a lot of students and they could not get used to adding intonation in their speech.

e. Grammar tenses errors
One of the basic elements for sentence formation is tense. It helps a lot in making sentences because it shows the time with the actions or things happen.

Table 6: Student's thought about tense mistakes

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
29. Tenses are indispensable in speaking English.	21.25%	63.25%	11.25%	2.5%	1.25%
30. Vietnamese does not have tenses, so you usually forget tenses when you are talking.	18.75%	28.75%	21.25%	21.25%	10%

31. You usually forget to use past simple tense when you talk about things in the past.	15%	57.5%	12.5%	13.75%	1.25%
32. You cannot discriminate clearly between the past simple and present perfect tenses.	15%	30%	20%	28.75%	6.25%
33. Sometimes you cannot choose which tenses to use.	23.75%	33.75%	17.5%	23.75%	1.25%

According to the result from the Table 6, 85% of students thought that tenses were indispensable in speaking English. The number of students who did not know was not much, but it might influence on making tense mistakes because of lacking of attention toward tenses. Look at the table below to know how students thought about tense and some problems they used to make. Firstly, the research wanted to know students' thought Vietnamese tense with statement 30. The researcher recognized that 47.5% of students thought that Vietnamese did not have tenses, so they usually forget tenses when they were speaking English. Whereas 21.25% of students disagreed with that statement. While comparing the results, the researcher recognized that the number of students used to forget to use simple past was more than the number of students did not. To research that English majored freshmen students at Tay Do University had this problem or not, the research gave them the statement "You cannot discriminate clearly between the past simple and present perfect tenses." After collecting and analyzing the data, it could be recognized that Tay Do freshmen also faced that problem, but not much of them. Only 45% of students confessed that they had to face with the problem above while speaking English. To find out there was other reason for making mistake about tenses of students or not, the researcher gave a hypothesis that sometime students could not choose which tense to use. With that hypothesis, there were 57.5% of students confessed that they usually felt confused about choosing the right tenses to use. In summary, English freshmen of Tay Do University had faced the problem while choosing the tense to express their idea, especially between past simple and present perfect tense. The reason was that their mother tongue did not have any specific concept so that this term was not easy for them to use fluently.

f. Mother tongue mistake

Table 7: The influence of mother tongue on speaking English

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
34. You usually use the words *Um, Ah, oh*, when speaking English in class.	30%	47.5%	8.75%	13.75%	0%
35. You have often translated Vietnamese into English in mind before speaking.	16.25%	65%	13.75%	5%	0%
36. You speak English in class but sometimes add a few Vietnamese words.	17.5%	40%	8.75%	30%	3.75%

37. Sometimes, you do not really understand what native speakers mean.	36.25%	42.5%	11.25%	7.5%	2.5%

As can be seen from the question 34 to question 37 in the table, it is easily seen that English majored freshmen faced many difficulties in speaking. Especially, the influence of mother tongue on speaking English. Through the statistical analysis, most of students have problems in mother tongue is very magnificent. Students who a understand the native speakers are the most influential factor in the English-speaking process of university students because up to 77.5% of students agree to is more than 2/3 of students often use the words "Um, Ah, oh, so on" when sneaking English in class and they have often translated Vietnamese into English in mind before speaking. With 76.25% of speak English in class, but sometimes add a few Vietnamese words. However, they students agree that they love to speak to Vietnamese more than foreigners. Because sometimes you do not really understand what native speakers mean. Due to 36.25% of students strongly agree and 42.5% of students agree this idea. To sum up, most of students still find that the mother tongue has an influence on their English-speaking skills.

g. Vocabulary errors
Vocabulary is the one of the key factors in speaking process.

Table 8: Students' vocabulary problem in speaking English

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
38. Poor vocabulary, you cannot express your ideas easily.	30%	48.75%	11.25%	8.75%	1.25%
39. You often use vocabulary that is not in the right context.	25%	43.75%	17.5%	11.25%	2.5%

Through the results listed above, the researcher finds that the vocabulary has an influence on the English-speaking process of students. Poor vocabulary, you cannot express your ideas easily with over 70 percent of students with 48.75% of agreement and strongly agree ideas are 30%. The last obstacle uses of vocabulary in the wrong context (68.75%). This leads to some tricky situations when you speak.

h. Psychology

Table 9: Students' psychology problem in speaking English

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
40. You are afraid of making mistakes and lacking in confidence in front of your classmates.	20%	52.5%	13.75%	12.5%	1.25%
41. It is hard to react quickly when speaking in class because you rarely	31.25%	38.75%	18.75%	7.5%	3.75%

communicate English in crowded places.					
42. You are afraid of being criticized or laughed at by your friends because you do not speak English smoothly.	42.5%	36.25%	12.5%	75%	3.75%
43. You are a perfectionist so you blame yourself when speaking something wrong.	18.75%	35%	13.75%	8.75%	23.75%

Psychology in English speaking class is also one of the mentioned factors that students are often encountered. From the information shown in this table, the data collected shows that psychological factors affect students' ability to speak English, students are afraid of making mistakes and lacking in confidence in front of my classmates almost all participants agree that the psychological is one of the biggest obstacles when speaking English (72.5% agree). Large number of students feel that they cannot react fast when talking in class because they rarely communicate in English in crowded places. About always wait until having enough knowledge to be ready to communicate that also makes student feel confused (70% agree). Besides, 53.75% of students are perfectionists, so they blame themselves for saying something wrong, very many students feel afraid of being criticized or laughed at by their friends because they do not speak English smoothly with 78.75% agree. Through the data results, it is found that the psychological problems of self-fear, lack of self-confidence, as well as factors affecting friends, make it difficult for students to speak English, too.

4.2 Discussion

After analyzing the data from English majored freshmen at Tay Do University, the researcher figured out a lot of important information which is very necessary for the research. Firstly, the research investigated students' attitude toward the speaking skill to understand about their thought and their concerns about speaking skill. The results show that most of the students have many years of learning English, but their skills and skills are not high, and they still have many mistakes in English speaking. However, these students realize how important it is to speak English fluently in the future and want to improve their speaking skills.

Secondly, in the process of learning speaking English, English majors at Tay Do University face up with lots of difficulties including pronunciation, grammar tenses, mother tongue, vocabulary, psychology.

First of all, Students encounter many pronunciation errors such as forgetting to pronounce the end of a word, difficulty pronouncing consonant clusters, pressing the wrong word stress leads to wrong meaning.

Next, students who speak English without intonation often make their speech bored and feel insecure. And failing to express emotions in their words can lead to misunderstandings.

Then, students often fail to distinguish past simple and present perfect tenses when speaking because some students believe that Vietnamese without tenses leads to errors. The reason was that their mother tongue did not have any specific concept so that this term was not easy for them to you fluently.

Besides, vocabulary is a very important factor. However, students face difficulties in using vocabulary because they have no vocabulary and do not know how to use them in appropriate environment.

Finally, the psychological factor almost all students have, especially for students who are the most devoted to majoring in English, the lack of confidence, fear of mistakes, embarrassment in front of friends needs to be overcome to can express yourself. Moreover, students need to practice reacting quickly in all situations so that everything can be perfect.

5. Conclusion and Recommendations

This chapter describes the conclusions, implications, limitations, and recommendations for further research.

5.1 Conclusion

As mentioned in Chapter 1, the research is conducted to find out the common errors in studying speaking skill of English-majored freshmen at Tay Do University. Besides, this research is expected students could restrict their errors as well as improve their speaking positively. After carrying out this research by analyzing the important data collected from the participants, the researcher could conclude that English majored freshmen at Tay Do University made some errors in their speaking skill. The researcher also figured out some influential factors in their speaking English. Those factors were difficulties about pronunciation, grammar, mother tongue, vocabulary, psychology.

The results of the study also clearly show that students also have difficulty speaking. But most students consider that English speaking skill is really necessary study and life, so this research will be helpful for students. By doing this, this tittle will help the participants to recognize the errors and know how to fix them.

5.2 Implications

First of all, through the results of "A survey on common errors in English speaking of Freshmen English majored at Tay Do University", the researcher realized that it was not easy for Vietnamese students to speak English fluently. Especially for first-year English-majors, the speaking skill must be taken more seriously. Therefore, I would like to suggest some implications for correcting and learning speaking skill for English majored students at Tay Do University as the following ideas. Students can recognize the role of speaking skill in the learning and improving speaking skill process: Self-practice, try and learn many useful new words in many contexts, try to imitate the pronunciation when hearing in the lesson. Besides, they should search for videos related to the speaking

teaching on YouTube so that they could learn strategies and then apply these ways for practicing when communicating in English. These suggestions would be very useful and essential for students in their speaking learning process. Furthermore, students themselves can realize their own mistakes while answering the questionnaire. Besides, they can also know what they need and choose the most suitable method on their own to overcome their mistakes. Secondly, speaking teachers can base on the result of this study to figure out the problems of their students in order to give them the most suitable learning method. Moreover, other researchers can refer this research to make another study which can help students to learn English in the better way in general and improve their English-speaking skill in particular.

5.3 Limitations
Although being enthusiastically instructed and supported by the supervisor, family and friends, this study still has some limitations that may affect the final results. This is the first time the researcher has conducted such a real study as well as the limited time and knowledge so mistakes in the course are unavoidable. Firstly, because the participants were just freshmen students, the research could not find out all the mistakes of all the English majored students at Tay Do University. Besides, because there were some participants who did not focus on fulfilling the questionnaire, it wasted a lot of time in analyzing the data. Another difficulty, the researcher did not have enough chance to observe the participants because when the research was conducted, the participants were preparing to finish their semester. Finally, the researcher met some problems in finding reference materials because very few studies related to speaking. Therefore, the results of the research were as unstable as predicted.

5.4 Recommendations
Based on the limitations mentioned above, it is better if the further research will focus on the diversity of the factors so that the results could be more reliable
and more practical values. Furthermore, as the researcher already completed the work of investigating the factors affecting English-majored freshmen speaking skills, hopefully in the near future, the other researchers are going to figure out better about the difficulties as well as the solutions to minimize as much as possible the students' obstacles when they are speaking.

Conflicts of interest of statement
The author's whole names are listed immediately below to certify that they have no conflicts of interest, authorship, and disclosures in publication. They confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

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Appendix A: Questionnaire for Students

Dear friends,

My name is Diep Cam Thuy and I am currently an English-majored senior from English class 12B at Tay Do University. I am conducting a study "A survey on common errors in studying speaking skill of English-majored freshmen at Tay Do University."

Firstly, I am very happy that you spend your valuable time on helping me. Please carefully complete the following questionnaire related to your speaking difficulties or speaking problems that you are facing in English-speaking. Your information is very important and useful for my study. Once again thank you so much!

Before starting this questionnaire, please fill in the following blanks.

Personal information:
Student's full name: …………………………………………………..
Gender: …………………………………………………..
Age: …………………………………………………..

Please read the following questions and circle the appropriate answer for each question. Give the specific answer if needed.

1. How long have you studied English?
   A. 2 years
   B. 4 years
   C. 6 years
   D. More than 7 years

2. Which skill do you think is the most important?
   A. Listening
   B. Speaking
   C. Reading
   D. Writing

3. How important is the speaking skill?
   A. Very important
   B. Important
   C. Normal
   D. Not important
   E. Not important at all

4. How well is your speaking skill?
- A. Very good
- B. Good
- C. Average
- D. Bad
- E. Very bad

5. How much time do you spend on practicing speaking per week?
- A. 30 minutes
- B. 1 hours
- C. 2 hours
- D. More than 3 hours

6. How often do you make a mistake when speaking English in class?
- A. Always
- B. Usually
- C. Sometimes
- D. Seldom
- E. Rarely

7. What kind of mistakes do you usually make in speaking English? (Pronunciation, vocabulary, mother tongue, psychology, ...)

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Please check (✓) on the column that best fit's opinion in each statement in the following table according the 5-degree scale, including:
- A. Strongly
- B. Disagree
- C. No idea
- D. Agree
- E. Strongly agree

Statement	Strongly Agree	Agree	No idea	Disagree	Strongly Disagree
1. You think that you will use the speaking skill more than the other skills when you graduate.					
2. Fluent speaking is the key for you to widen your knowledge or to get a good job.					
3. You really want to improve your speaking skill but you do not know where to start.					

4. Ending sounds are very important when we are speaking.				
5. You often do not pronounce ending sounds.				
6. Sometimes people misunderstand what you want to say because you do not pronounce ending sounds.				
7. You usually forget the way to pronounce /-s/ and /-ed/ sounds.				
8. You can pronounce differently between the /s/ and /z/ sounds.				
9. You think your mistake are because Vietnamese does not have ending sounds.				
10. Consonant clusters are important to produce a sound.				
11. Vietnamese does not have consonant clusters.				
12. Consonant clusters are very difficult for you to pronounce.				
13. Word stress is an important element in speaking English.				
14. Wrong word stress will cause a misunderstanding of the word's meaning.				
15. You understand clearly about English word stress's rules.				
16. You usually stress the wrong syllable of words.				
17. In your opinion, Vietnamese does not have intonation.				
18. You do not use intonation when you speak Vietnamese.				
19. You think that intonation mistakes are caused by mother tongue.				
20. You usually speak English without intonation.				
21. You cannot get used to adding intonation in your speech.				
22. Tenses are indispensable in speaking English.				
23. Vietnamese does not have tenses so you usually forget tenses when you are talking.				
24. You usually forget to use past simple tense when you talk about things in the past.				
25. You cannot discriminate clearly between the past simple and present perfect tenses.				
26. Sometimes you cannot choose which tenses to use.				
27. You usually use the words Um, Ah, oh,...when speaking English in class.				

28. You have often translated Vietnamese into English in mind before speaking.					
29. You speak English in class but sometimes add a few Vietnamese words.					
30. Sometimes, you don't really understand what native speakers mean.					
31. Poor vocabulary, you cannot express your ideas easily.					
32. You often use vocabulary that is not in the right context.					
33. You are afraid of making mistakes and lacking in confidence in front of your classmates.					
34. It is hard to react quickly when speaking in class because you rarely communicate English in crowded places.					
35. You are afraid of being criticized or laughed at by your friends because you do not speak English smoothly.					
36. You are a perfectionist so you blame yourself when speaking something wrong.					

Thanks for your kind help.

Appendix B: Teacher' Interview Questions

Dear teachers,

My name is Diep Cam Thuy and I am currently an English-majored senior from English class 12B at Tay Do University. I am conducting a study "A survey on common errors in studying speaking skill of English-majored freshmen at Tay Do University."

Firstly, I am very happy that you spend your valuable time on helping me. Please carefully complete the following questionnaire related to your speaking difficulties or speaking problems that you are facing in English-speaking. Your information is very important and useful for my study. Once again thank you so much!

Before starting this interview, please fill in the following blanks.

Personal information:
Student's full name: ……………………………………………………..
Gender: ……………………………………………………..
Age: ……………………………………………………..

1. How often do you ask your students to practice a speaking in class?
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2. What difficulties do your students meet in practicing a speaking?
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3. What are your suggestions to help your students improve their speaking skill?
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Thanks for your kind help!!!