

Appendix 1. Thesis Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Dr. Dewa Putu Ramendra, S.Pd., M.Pd. (as the 1st prospective supervisor)

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and:

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confirm that we approve to guide the thesis submitted by:

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Thesis title : “Grammatical Errors: An Analysis of Literature Theme Thesis Written by English Education Study Program Students”

We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1st Prospective supervisor

2nd Prospective supervisor



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

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Appendix 2. Qualitative Code-book: Types and Sources of Errors

No	Erroneous sentence	Error Types				Description	Error Sources
		Om '^'	Add '{...}'	Mif '[...]'	Mis '...'		
1	However, the differences occur and ^felt since it is influenced and reinforced by culture.	1				1. Omission of to be	1. Interlingual transfer
2	According to Aikman and Unterhalter (2007) state curriculum in school^ need to change to affect students interaction among student^ and teacher which inserts gender equality in teaching.	2				2. Omission of plural -s 3. Omission of plural -s	2. Interlingual transfer 3. Interlingual transfer

3	In addition, this might have happened since the community does not understand and ^aware of this issue.	1			4. Omission of to be	4. Interlingual transfer
4	Matilda had [a] extraordinary ability, but she got unfair treatment with her brother and the adults around her.		1		5. Alternating form	5. Intralingual transfer
5	It made Matilda [became] an independent child who can take care of herself		1		6. Alternating form	6. Intralingual transfer
6	In this case, children and women ^considered weaker than adults and men.	1			7. Omission of to be	7. Interlingual transfer
7	All of their research found that Matilda has incredible power, and it allows Matilda to empower herself		1		8. Simple addition	8. Intralingual transfer

	and become heroic in the condition and situation she has {been} faced					
8	The last, in terms of feminism, Pordadotir (2019), Dickinson (2017), Shaw and Fard (2018), Maynard (2019) have {been} conducted research focused on Matilda's characterization, which reflects feminism.	1			9. Simple addition	9. Intralingual transfer
9	Based on {the} previous researchers, this novel is focused on the main character only	1			10. Simple addition	10. Intralingual transfer
10	This novel ^considered [has] feminist ideology since the novel contains strong female role models and other female characters with	1	1		11. Omission of to be 12. Alternating form	11. Interlingual transfer 12. Intralingual transfer

	many special characterizations in showing feminist ideology, especially liberal feminism.					
11	First, it can be {a} valuable, authentic material since it gives the learner ^experience ^learn as a native speaker [who] can make the learner become familiar with the different linguistic structures, communicative functions, and meanings (Hismanoglu, 2005).	2	1	1	13. Simple addition 14. Omission of article 15. Omission of preposition 16. Alternating form	13. Intralingual transfer 14. Interlingual transfer 15. Interlingual transfer 16. Intralingual transfer
12	Compared with a textbook, the language in literature is richer and {has} morevaried.		1		17. Simple addition	17. Intralingual transfer
13	Moreover, according to Babae and Yahya (2014), learners will be	1			18. Omission of article	18. Interlingual transfer

	capable of learning ^language by using the idiomatic expression, being creative in the target language, and accurately speaking through literature.					
14	Students^ having an interest in English as a Foreign Language and interested in literature obtained new information about feminism and liberal feminism.	1			19. Omission of to be	19. Interlingual transfer
15	The teacher can design the lesson by employing ^novel as a learning medium since it is considered {as} an interesting and worthy concern (Sage, 1987 in Hismanoglu, 2005).	1	1		20. Omission of article 21. Simple addition	20. Interlingual transfer 21. Intralingual transfer

16	Besides that, while teaching the student, the teacher can be applied moral value^ through this novel and build students' positive character.	1			22. Omission of plural -s	22. Interlingual transfer
17	In addition, the teachers can use this novel as learning media since this ^one of the good media to foster children's reading habits	1			23. Omission of to be	23. Interlingual transfer
18	It was verified by some researchers who conducted research that focuses on gender roles, heroism, feminism, and so forth [on] [a] novel and Matilda novel.		2		24. Alternating form 25. Alternating form	24. Intralingual transfer 25. Intralingual transfer
19	Next is ^complication which occurs when the author reveals new conflict.	1			26. Omission of article	26. Interlingual transfer

20	After that, the outcome or conclusion of the conflict ^called denouement or resolution.	1				27. Omission of to be	27. Interlingual transfer
21	This form ever used in several traditional fiction^ and became rarely used due to excitement during the late twentieth century	1				28. Omission of plural-s	28. Interlingual transfer
22	In addition, Miss Honey is the one and the only person she [trusted]		1			29. Regularization Error	29. Intralingual transfer
23	Became his successful work since it ^also adapted into ^film.	2				30. Omission of to be 31. Omission of article	30. Interlingual transfer 31. Interlingual transfer
24	Second, it can help children develop their vocabulary mastery since it has ^natural language.	1				32. Omission of article	32. Interlingual transfer

25	Liberal feminism is about ^woman movement which ^caused by unfair treatment between men and women.	2			33. Omission of article 34. Omission of to be	33. Interlingual transfer 34. Interlingual transfer
26	After the data ^processed in data condensation, the data ^processed in data display.	1			35. Omission of to be	35. Interlingual transfer
27	Further, they stated that the data are matrices, graphs, charts, and network^.	1			36. Omission of plural -s	36. Intralingual transfer
28	Credibility includes the findings that make sense and ^credible to other readers and researchers	1			37. Omission of to be	37. Interlingual transfer
29	This table {was} aimed to get data on the characteristics of female characters by doing a checklist on the table.	1			38. Double marking	38. Intralingual transfer

30	Emphasizing character education is one of the answers to such ^problem.	1			39. Omission of article	39. Interlingual transfer
31	Nonetheless, creating ^learning environment where these values can flourish is not an easy feat, which entails innovative approaches and methods to be used in the classrooms	1			40. Omission of article	40. Interlingual transfer
32	Characters in literature ^revealed as the characters overcome their conflicting desires which later will inspire the students as they read the story and { will } affect them (Bohlin, 2005).	1	1		41. Omission of article 42. Simple addition	41. Interlingual transfer 42. Intralingual transfer
33	In addition, the researcher also found that this book has varied character education values and can also be	1			43. Omission of plural -s	43. Interlingual transfer

	utilized by English teacher [^] as a teaching media since it contains monologue and dialogue examples with transactional and interpersonal expressions.					
34	As members of [^] society which varies in tribes, religions, race [^] and factions, students should have good values within themselves.	2			44. Omission of article 45. Omission of plural -s	44. Interlingual transfer 45. Intralingual transfer
35	As 'the one of' most famous literary work [^] [in] [^] twentieth century, this study chooses a children's literary work entitled <i>Bridge to Terabithia</i> to be analysed.	2		1	1 46. Misordering 47. Alternating form 48. Omission of plural -s 49. Omission of article	46. Intralingual transfer 47. Intralingual transfer 48. Interlingual transfer 49. Interlingual transfer

36	As children or students spend most of their time at home with their parents and family, parents should ^aware...	1			50. Omission of verb	50. Interlingual transfer
37	There should be parents' support for successful character education initiatives because the key [for] its success is not only duties for schools or civic organization^.	1	1		51. Omission of plural -s 52. Alternating form	51. Interlingual transfer 52. Intralingual transfer
38	Democratic is ^attitude, thought, and action of a person that place^ the same right and obligation^ for everybody including themselves.	3			53. Omission of article 54. Omission of plural -s 55. Omission of plural -s	53. Interlingual transfer 54. Interlingual transfer 55. Interlingual transfer
39	For ^non-expert, children's literature tends to be pictured as shallow and artless literary works made for children.	1			56. Omission of article	56. Interlingual transfer

40	Meanwhile, ^minor character has ^lesser part compared to the major character	1				57. Omission of article 58. Omission of article	57. Interlingual transfer 58. Interlingual transfer
41	Moreover, Garvey (1978) also states that one element of characterization is that the attribute may arise in {a} character in two ways, direct and indirect.		1			59. Simple addition	59. Intralingual transfer
42	^Direct way is when the attribute is depicted through explicit statements of ^narrator or other character^.	3				60. Omission of article 61. Omission of plural s	60. Interlingual transfer 61. Interlingual transfer
43	...examined the five stage^ of grief on Jesse Aarons' characteristics.					62. Omission of plural -s	62. Interlingual transfer

44	The first strongest sequence is 21c which [showed] Jess as ^religious boy through his action.	1		1	63. Regularization error 64. Omission of article	63. Intralingual transfer 64. Interlingual transfer
45	In conclusion, Jess was a wise boy since he made ^decision and advised people based on his experience and knowledge.	1			65. Omission of article	65. Interlingual transfer
46	Jess's family was just back from the Millsburg Plaza for Christmas, and Joyce Ann [were] crying that they did not have ^fireplace at home where she believed Santa would come through.	1		1	66. Alternating form 67. Omission of article	66. Intralingual transfer 67. Interlingual transfer
47	He was even aware that in Lark Creek, people judged others who they thought ^indecent.	1			68. Omission of to be	68. Interlingual transfer

48	In conclusion, Jess was depicted to have ^observant character in the three presented sequences.	1				69. Omission of article	69. Interlingual transfer
49	Just as in sequence 6a, Jess thought of what 'would he' get if he was the one who was given the money.				1	70. Misordering	70. Interlingual transfer
50	Jess was also depicted {to} be self-sacrificing in ^attempt to make Leslie happy.	1	1			71. Simple addition 72. Omission of article	71. Intralingual transfer 72. Interlingual transfer
51	Therefore, Mrs Prentice, the driver, ordered Jess off the bus and made him [walked] three miles home.			1		73. Regularization Error	73. Intralingual transfer
52	Leslie [leaded] the [pray] by saying, "O god, O spirit of the grove"		1	1		74. Regularization error 75. Alternating form	74. Intralingual transfer 75. Intralingual transfer
53	Jess 'a was' tough boy.				1	76. Misordering	76. Intralingual transfer

54	He was very useful since Mr Burke was not {really} good with tools.		1		77. Simple addition	77. Intralingual transfer
55	Their mocking went badly into ^insult [to] Leslie	1		1	78. Omission of article 79. Alternating form	78. Interlingual transfer 79. Intralingual transfer
56	Jess was portrayed as [an] creative kid			1	80. Alternating form	80. Intralingual transfer
57	He liked to put the crazy animals {in} into impossible fixes {that} and liked to put jokes in it.		2		81. Simple addition 82. Simple addition	81. Intralingual transfer 82. Intralingual transfer
58	Finding there [was] no more things to say, he excused himself to do his finish his task.			1	83. Alternating form	83. Intralingual transfer
59	The passage shows that even though he had a headache, Jess did not [wanted] to burden his father with doing his chore anymore.			1	84. Regularization Error	84. Intralingual transfer
60	Hence, character education [has	1		1	85. Alternating form	85. Intralingual transfer

	been] implemented in ^2013 curriculum in Indonesia.				86. Omission of article	86. Interlingual transfer
61	It ^supported by the policy from the Ministry of Education and Cultures of Indonesia that is about ^declaration of <i>Gerakan Nasional Pendidikan Karakter</i> (the national movement of character education).	2			87. Omission of to be 88. Omission of article	87. Interlingual transfer 88. Interlingual transfer
62	Then, it ^optimized by <i>Gerakan Penguatan Pendidikan Karakter</i> (the movement for strengthening of character education) or PKK.	1			89. Omission of to be	89. Interlingual transfer
63	One of ^subject is about learning ^language.	1			90. Omission of article	90. Interlingual transfer

64	The teacher may use some media as ^instructional activity that ^consist of character education values.	2				91. Omission of article 92. Omission of plural -s	91. Interlingual transfer 92. Interlingual transfer
65	This research tries to minimize the character degradation of Indonesian student^.	1				93. Omission of plural -s	93. Interlingual transfer
66	The researcher divided it into three definition^.	1				94. Omission of plural -s	94. Interlingual transfer
67	According to Arora (2017) empathy is a person who [have] sensitivity to feel other's emotional feeling^.	1		1		95. Alternating form 96. Omission of plural -s	95. Intralingual transfer 96. Interlingual transfer
68	The characterization of Alice ^identified from the sequences of the story.	1				97. Omission of to be	97. Interlingual transfer

69	Dodo {was} asked {to} Alice to give a prize [for] all creatures.		2	1		98. Double marking 99. Simple addition 100. Alternating form	98. Intralingual transfer 99. Intralingual transfer 100. Intralingual transfer
70	This research also used several tables as observation sheet^ and checklist^ of Alice's characterization and character education.	2				101. Omission of plural -s 102. Omission of plural -s	101. Interlingual transfer 102. Interlingual transfer
71	Those characters ^divided into five core values of character education.	1				103. Omission of to be	103. Interlingual transfer
72	States that school^ must be able to form a good and knowledgeable student^.	2				104. Omission of plural -s 105. Omission of plural -s	104. Interlingual transfer 105. Interlingual transfer

73	...states that novel^ raised and achieved its highest popularity in the 19th century, especially in England.	1			106. Omission plural -s	106. Interlingual transfer
74	In conclusion, ^setting becomes one of the novel elements that can help readers understand the story by describing the location, period, and environment where the story takes place.	1			107. Omission of article	107. Interlingual transfer
75	Klarer (1999) defines character^ as {the} individuals who participate directly in the story and give a particular contribution to the story.	1	1		108. Omission of plural -s 109. Simple addition	108. Interlingual transfer 109. Intralingual transfer
76	Therefore, ^character is the most crucial element of ^novel which can attract readers' attention.	1			110. Omission of article	110. Interlingual transfer

					111. Omission of article	111. Interlingual transfer
77	Creative characterization appears two times, which is in sequence [^] 5b and 21g.	1			112. Omission of plural -s	112. Interlingual transfer
78	People tend to regret these children's attitudes who lack {of} respectful toward their parents, teachers, or older people	1			113. Simple addition	113. Intralingual transfer
79	Character, one of ^novel's intrinsic elements, seems to be the most exemplary part{s} to be learned.	1	1		114. Omission of article 115. Simple addition	114. Interlingual transfer 115. Intralingual transfer
80	Character is ^person created by the author to inhibit and ^role the story.	2			116. Omission of article	116. Interlingual transfer

					117. Omission of article	117. Interlingual transfer
81	Enormous cases committed by ^nowadays young generation, including crime, violence, young married, drug{s} abuse, abortion, bullying, and many more; portray that there seems to be character degradation [occurred] in this country, Indonesia.	1	1	1	118. Omission of article 119. Simple addition 120. Alternating form	118. Interlingual transfer 119. Intralingual transfer 120. Intralingual transfer
82	This study focused on ^characterization of Harry Potter which had the values of character education.	1			121. Omission of article	121. Interlingual transfer
83	The personality of the character ^expressed in adjectives.	1			122. Omission of to be	122. Interlingual transfer

84	It means characterization is ^description of each character.	1			123. Omission of article	123. Interlingual transfer
85	The researcher {had} investigated several relevant findings to this research, as follows: The purpose of a story is not only to entertain the reader, but also to teach moral values.	1			124. Double marking	124. Intralingual transfer
86	Other research {was} conducted by Diliduzgun (1996) in Tuan & Ulutas (2016), mentioned that children's mind consists of high imagination which is ^far distinction from the adults {have}. Children love acting like their favorite character in the story.	1			125. Double marking 126. Omission of to be 127. Simple addition	125. Intralingual transfer 126. Interlingual transfer 127. Interlingual transfer

87	In the school, teachers do not only assess the students in academic [^] , but also assess students' behavior with their friends or other teachers.	1				128. Omission of plural -s	128. Interlingual transfer
88	In line with Eagleton, Blackwell (2015, p. 4) points out that ^novel is a kind of prose narrative in ^form of fiction that tells a story by dramatizing human experience.	2				129. Omission of article 130. Omission of article	129. Interlingual transfer 130. Interlingual transfer
89	It means that Harry was friendly and {was} not indifferent [with] others around him.		1	1		131. Simple addition 132. Alternating form	131. Intralingual transfer 132. Intralingual transfer
90	In addition to getting various kinds of information, we can also easily share	1				133. Omission of article	133. Interlingual transfer

	information via ^internet or social media.					
91	This book ^released in 1951, one year after the first book „the Lion, the Witch and the Wardrobe“	1			134. Omission of to be	134. Interlingual transfer
92	The novel is selected because this novel contain^ {a} simple ideas and language, an easy connection among the story lines that are simple enough to be understood by children and are also filled with moral message insertions.	1	1		135. Omission of plural -s 136. Simple addition	135. Interlingual transfer 136. Intralingual transfer
93	It makes children {was} did not get enough moral education from their parents.		1		137. Double marking	137. Intralingual transfer

94	The significance of the study is to know and {to} define the contribution of this study.		1			138. Simple addition	138. Intralingual transfer
95	It can be the information about ^kind of characteristics in the novel, the good core characteristics according to the government, or theories about novel and character education values.	1		1		139. Omission of article	139. Interlingual transfer
96	Nationalist character sub-values included ^appreciative of the nation's culture, maintain^ the nation's cultural wealth, ^willing to sacrifice, ^superior and achiever, loving of the homeland, taking care of the environment, law abiding,	4				140. Omission of verb 141. Omission of verb 142. Omission of verb 143. Omission of verb	140. Interlingual transfer 141. Interlingual transfer 142. Interlingual transfer 143. Interlingual transfer

	disciplined, respecting cultural diversity, ethnicity, and religion.					
97	It defined that the existence of character education was parallel with {the} education itself, which has two goal^; make {a} smart people and make {a} good people	1	2		144. Omission of plural -s 145. Simple addition 146. Simple addition	144. Interlingual transfer 145. Intralingual transfer 146. Intralingual transfer
98	The trait of a character does not mention but ^displayed and represented in various ways, leaving the reader to infer.	1			147. Omission of to be	147. Interlingual transfer
99	It has {a} several genres and it {is} contain^ different aspects of life.	1	2		148. Simple addition 149. Simple addition 150. Omission of plural -s	148. Intralingual transfer 149. Intralingual transfer

						150. Interlingual transfer
100	According to Sayuti and Subrata, there are basically two kind^ of plots namely chronological or progressive plots and regressive plots or flashback^.	2			151. Omission of plural -s 152. Omission of plural -s	151. Context of learning 152. Context of learning
101	Learning about literary works appreciation which contains a value of character education from ^elementary level may build the character education of someone.	1			153. Omission of article	153. Interlingual transfer
102	[In] that moment, it turned out that Termarines [were] ^newcomer in Narnia which means his clan [is] not the native Narnians.	1	2		154. Alternating form 155. Alternating form	154. Intralingual transfer 155. Intralingual transfer

					156. Omission of article	156. Interlingual transfer
103	Caspian ^described as a thoughtful person by using indirect presentation through speech.	1			157. Omission of to be	157. Interlingual transfer
104	He kept his manner and attempted 'to not' offend anybody.			1	158. Misordering	158. Intralingual transfer
105	In religious value^, there are two sub-values identified namely friendly and sincere.	1			159. Omission of plural -s	159. Interlingual transfer
106	The Representation of Mutual Cooperation Values in the Characterization of Prince Caspian In the novel, Caspian ^depicted as	1	1		160. Omission of article 161. Simple addition	160. Interlingual transfer 161. Intralingual transfer

	having {a} good values of mutual cooperation.						
107	He had ^intention to understand others feeling^.	2				162. Omission of article 163. Omission of plural -s	162. Interlingual transfer 163. Interlingual transfer
108	Despite ^surrounded by luxury items he still prefers spending time with his Nurse.	1				164. Omission of verb	164. Interlingual transfer
109	It ^also supported by Melati (2019) 'that said' kind-hearted is the act of considered {by} nice and generous behavior, favorable trait, and concerning others.	1	1		1	165. Omission of to be 166. Misordering 167. Simple addition	165. Interlingual transfer 166. Intralingual transfer 167. Intralingual transfer

110	It is in line with Kenan (2005) who stated that the trait of a character [can] be seen from ^character's speech in the story.	1		1		168. Alternating form 169. Omission of article	168. Intralingual transfer 169. Interlingual transfer
111	Caspian as Fearful Person The fearful characterization of Caspian ^discovered several times and evidently the most in sequence 12a.	1				170. Omission of to be	170. Interlingual transfer
112	It is in line with Perkins, Cooper, Abdelall, Smillie, & CorT (2010) 'that mentioned' {a} fearful [person] are more sensitive than average when dealing with threats, so they tend to get scared easily.		1	1	1	171. Misordering 172. Simple addition 173. Alternating form	171. Intralingual transfer 172. Intralingual transfer 173. Intralingual transfer

113	Some of Caspian's positive characteristics 'appeared frequently' such as ^curious, thoughtful, kind-hearted, empathetic, respectful, friendly: sincere, courageous, hardworking, humble, deliberative, honest, and loyal.	1			1	174. Misordering 175. Omission of verb	174. Intralingual transfer 175. Interlingual transfer
114	Then regarding its development, several values have developed since Caspian ^young to adult, while some values just emerged and developed when Caspian [is] described as an adult.	1		1		176. Omission of to be 177. Alternating form	176. Interlingual transfer 177. Intralingual transfer
115	This chapter contains ^research background, problem identification, the ^scope of the study, ^statement of	3				178. Omission of article	178. Interlingual transfer

	the problem, ^purpose of the study, ^significance of the study, and ^definition of key term^.				179. Omission of plural -s	179. Interlingual transfer
					180. Omission of article	180. Interlingual transfer
116	Students will be more interested in reading if they get a reading book that has an interesting adventure story and {has} a moral message in the story.	1			181. Simple addition	181. Intralingual transfer
117	A character can 'be also' an animal or thing personified who appears in literary work (Fauzan, 2016).	1			182. Misordering	182. Intralingual transfer
118	Novels [is] literary works that are written in more detail and complex than short stories (Sabariyanto, 2018).		1		183. Alternating form	183. Intralingual transfer

119	This sequence is identified through indirect revelation, especially the action of ^character.	1				184. Omission of article	184. Interlingual transfer
120	These values are derived from ^five core values of character education proposed by Kemendikbud (2017).	1				185. Omission of article	185. Interlingual transfer
121	Eustace Scrubb has [a] arrogant nature as described in section 4.1.1.4			1		186. Alternating form	186. Intralingual transfer
122	Based on ^result of the research, there are several suggestions for the readers, as follows.	1				187. Omission of article	187. Interlingual transfer
123	During the journey to the city, Felix met Zelda and Barney with other children that lived in the cellar to hide from ^Nazi.	1				188. Omission of article	188. Interlingual transfer

124	Felix saw and experienced several in human treatments of the Nazis to Jewish people that indicated {as} {the} forms of oppression.		2		189. Simple addition 190. Simple addition	189. Intralingual transfer 190. Intralingual transfer
125	Therefore, this study intended to analyze the form of oppression experienced by Felix and ^resistance strategies represented by Felix's experience in Gleitzman's <i>Once</i> (2010).	1			191. Omission of article	191. Interlingual transfer
126	First is facilitating intelligence and sensibility training which is trained through 'reading literary' text which provides knowledge about particular			1	192. Misordering	192. Intralingual transfer

	things and a good model of writing (Chandran & Raj, 2016).					
127	Students can be familiar with many features of the written language and learn how to connect idea [^] and arrange sentences in writing so that it can enrich their writing skill [^] .	2			193. Omission of plural -s 194. Omission of plural -s	193. Context of learning 194. Context of learning
128	Varita (2017) reveals that literature circle [^] significantly can be an appropriate way used to teach reading comprehension.	1			195. Omission of plural -s	195. Interlingual transfer
129	Moreover, Kramsh (1995), as cited in Shin (2018) claims that through 'reading historical' events, students can learn about the real effects of			1	196. Misordering	196. Intralingual transfer

	historical occurrences, including genocides during the war, sexual slavery under colonialism, or life without freedom under dictatorship, by proxy.					
130	The researcher found {that} several differences between the original and its translation in the syntax, the register, and the linguistic creativity.	1		197.	Simple addition	197. Intralingual transfer
131	Therefore, the researcher discovered that a domesticating strategy [has] been used which adapted the text so that the Italian child readers will understand the text and make it acceptable.		1	198.	Alternating form	198. Intralingual transfer

132	Bruch & Mare (2008) states that segregation is the systematic grouping of people who are {the} members of different groups into social positions and social and physical distance between groups.		1		199. Simple addition	199. Intralingual transfer
133	Moreover, each identified sequence was put into several tables, which ^used to analyze the form of oppression experienced by Felix and ^resistance strategies represented by Felix's experience in the novel.	2			200. Omission of to be 201. Omission of article	200. Interlingual transfer 201. Interlingual transfer
134	Thus, to establish ^thick description, the data of the forms of oppression experienced by Felix and the resistance strategies represented by	1			202. Omission of article	202. Interlingual transfer

	Felix's experience were interpreted into rich, meaningful, and thick description that was supported by the empirical and theoretical theories from previous research.					
135	This chapter will present ^findings and discussion of this study, covering the oppression and resistance strategy	1			203. Omission of article	203. Interlingual transfer
136	Moreover, Bruch & Mare (2008) states that segregation is the systematic grouping of people who are {the} members of different groups into social positions and social and physical distance between groups.	1			204. Simple addition	204. Intralingual transfer
137	According to Johnson (2000), ghettos are the concentrated areas in which	2			205. Omission of to be	205. Interlingual transfer

	disadvantaged groups live so that they cannot be escaped because they cannot afford it, ^restricted by discrimination, and forbidden under ^law.				206. Omission of article	206. Interlingual transfer
138	Further, prolonged engagement and thick description^ were used to ensure the trustworthiness of this study.	1			207. Omission of plural -s	207. Interlingual transfer
139	The prejudices experienced by Felix [is] presented in two sequences		1		208. Alternating form	208. Intralingual transfer
140	It enables the students to act accordingly to the moral^ that ^available in {the} society.	2	1		209. Omission of plural -s 210. Omission of article 211. Simple addition	209. Interlingual transfer 210. Interlingual transfer

						211. Intralingual transfer
141	Nowadays, ^character still become an issue which cause character degradation especially in Indonesia.	1			212. Omission of article	212. Interlingual transfer
142	According to Iswara (2019), Fiction books and thriller genre^ are Indonesian's {most} favorite kind^ of books.	1	1		213. Omission of plural -s 214. Simple addition	213. Interlingual transfer 214. Intralingual transfer
143	Literature can be used as ^innovative way to teach character value education to {the} students.	1	1		215. Omission of article 216. Simple addition	215. Interlingual transfer 216. Intralingual transfer

144	Genre^ such as romance, fantasy, adventure, horror, science fiction, and tragedy are several examples of ^popular genre^ of novel^.	3				217. Omission of plural -s 218. Omission of article 219. Omission of plural -s	217. Interlingual transfer 218. Interlingual transfer 219. Interlingual transfer
145	Third, the character must^ lifelike which means the character has a goal to achieve.	1				220. Omission of verb	220. Interlingual transfer
146	Lickona (1992), stated that character education is a model that guides the students to have a positive attitude such as being kind, smart, and have {a} good manners.	1				221. Simple addition	221. Intralingual transfer

147	Character is a personality that ^possessed by every individual in life (Julianto, 2014).	1				222. Omission of to be	222. Interlingual transfer
148	This value leads every individual to follow the existing rules and norm^ that ^available in {the} society.	2	1			223. Omission of plural -s 224. Omission of to be 225. Simple addition	223. Interlingual transfer 224. Interlingual transfer 225. Intralingual transfer
149	The character education value ^identified based on 5 core of character value^ from Ministry of education and culture (2017).	2				226. Omission of to be 227. Omission of plural -s	226. Interlingual transfer 227. Interlingual transfer
150	Each year, two representatives of boy^ and girl^ from each district will	2		1		228. Omission of plural -s	228. Interlingual transfer

	be chosen as the participant [of] the game.				229. Omission of plural -s	229. Interlingual transfer
					230. Alternating form	230. Intralingual transfer
151	The characterization of her characters [were] [showed] directly and indirectly along the novel.			2	231. Alternating form	231. Intralingual transfer
					232. Alternating form	232. Intralingual transfer
152	Katniss' peace loving character 'shown was' indirectly through thought.			1	233. Misordering	233. Intralingual transfer
153	In general, ^movie is defined as a particular motion picture with a sequence of images of moving objects that are photographed by a camera	1			234. Omission of article	234. Interlingual transfer

	and presented on the screen by lights (Hollander, 1989).					
154	Issues that are used to be presented in LGBT movies are mainly related to the marginalization done by {the} society towards the homosexuals in which they are...	1			235. Simple addition	235. Intralingual transfer
155	Therefore, the advent of modernism in the arts and movie industry [have] created a new atmosphere which helps the gay individuals to feel freer to live and thrive because modernism has thrown off the traditional attitudes about {the} gay individuals so they can feel free to express themselves (2006: 43).	1	1		236. Alternating form 237. Simple addition	236. Intralingual transfer 237. Intralingual transfer

156	Besides, this study theoretically proposes some theories in ^combination of LGBT and movie^ where readers could dig ^information on how a study of LGBT theme Movie and also the use of textual analysis.	3				238. Omission of article 239. Omission of plural -s 240. Omission of preposition	238. Interlingual transfer 239. Interlingual transfer 240. Interlingual transfer
157	This study can give ^better sense of understanding toward each other in living this life.	1				241. Omission of article	241. Interlingual transfer
158	Parent^ are the closes member [in] the family for children.	1	1			242. Omission of plural -s 243. Alternating form	242. Interlingual transfer 243. Intralingual transfer

159	It is because the study gives ^example [on] the analysis of movie themed LGBT.	1		1		244. Omission of article 245. Alternating form	244. Interlingual transfer 245. Intralingual transfer
160	'Theme a movie in' serves as the basic unifying factor and each element must advance and support the theme.				1	246. Misordering	246. Intralingual transfer
161	Further, it is also believed that ^movie is considered {as} a medium which plays an important role in the construction of perceptions and impressions about social conditions of a society since it is an informative medium representing the issues faced by people in a society.	1	1			247. Omission of article 248. Simple addition	247. Interlingual transfer 248. Intralingual transfer

162	In {the} homosexual relationship, they face some problem^ just [like] trust, and AIDS, which is emerging {in} homophobia to the mass.	1	1	1		249. Simple addition 250. Omission of plural -s 251. Alternating form	249. Intralingual transfer 250. Interlingual transfer 251. Intralingual transfer
163	This study was taken from {a} group discussions {that were} held with representatives from LGBT organizations.		1			252. Simple addition 253. Simple addition	252. Intralingual transfer 253. Intralingual transfer
164	[This] reasons come from her argument that college^ and universities are the source^ of much	2		1		254. Archi-form 255. Omission of plural -s	254. Intralingual transfer

	critical and postmodern writing about LGBT and queer topic^.				256. Omission of plural -s	255. Interlingual transfer 256. Interlingual transfer
165	It was 'the one of' most popular Lanvin perfume^ created in 1927.	1		1	257. Misordering 258. Omission of plural -s	257. Intralingual transfer 258. Interlingual transfer
166	These beliefs will create gender stereotypes and gender bias which can discriminate ^particular gender.	1			259. Omission of preposition	259. Interlingual transfer
167	Thus, it is vital to introduce gender following their gender without discrimination [of] another gender.			1	260. Alternating form	260. Intralingual transfer

168	Thus, through education, children will have ^awareness [about] gender equality.	1	1	261. Omission of to be 262. Alternating form	261. Interlingual transfer 262. Intralingual transfer
169	In addition, this might have happened since the community does not understand and ^aware of this issue.	1		263. Omission of verb	263. Interlingual transfer
170	There is a novel [which] contains feminism value^ and gender equality for children entitled <i>Matilda</i> .	1	1	264. Alternating form 265. Omission of plural -s	264. Intralingual transfer 265. Interlingual transfer
171	Further, in heroism, the previous researches [had] been done		1	266. Alternating form	266. Intralingual transfer

172	Through their awareness [about] gender equity, it is expected that discrimination [about] a particular gender will be reduced, and they can build interpersonal relationships and social skills without any pressure and disadvantage a particular gender.			2	267. Alternating form 268. Alternating form	267. Intralingual transfer 268. Intralingual transfer
173	This book also had been awarded {with} <i>The Newbery Medal</i> , which is an award for ^most distinguished author whose book is recognized with excellence across some criteria.	1	1		269. Simple addition 270. Omission of article	269. Intralingual transfer 270. Interlingual transfer

174	In addition, the researcher also found that this book has varied character education values and can also be utilized by English teacher [^] as { a } teaching [media] since it contains monologue and dialogue examples with transactional and interpersonal expressions.	1	1	1	<p>271. Omission of plural -s</p> <p>272. Simple addition</p> <p>273. Alternating form</p>	<p>271. Interlingual transfer</p> <p>272. Intralingual transfer</p> <p>273. Intralingual transfer</p>
175	Children's literature includes many stories which [^] collection of stories in one book, single stories which present only one story, happy stories, sad stories, scary stories, mad stories and not stories [which] discuss one thing specifically in a	1	1	1	<p>274. Omission of to be</p> <p>275. Alternating form</p>	<p>274. Interlingual transfer</p> <p>275. Intralingual transfer</p>

	book.					
176	However, he was the contrary [of] his oldest sisters.		1		276. Alternating form	276. Intralingual transfer
177	Say about being loyal, having an attitude that remains faithful ^somebody even in rough times.	1			277. Omission of preposition	277. Interlingual transfer
178	Yet he managed to be there and [trying] to keep up with Leslie.		1		278. Alternating form	278. Intralingual transfer
179	Jess was depicted ^possessing ^hardworking character as he had done his part of the mission to put ^letter [in] Janice Avery's desk.				279. Omission of preposition 280. Omission of article	279. Interlingual transfer 280. Interlingual transfer

					281. Omission of article	281. Interlingual transfer
					282. Alternating form	282. Intralingual transfer
180	From parents, children will [be enjoying] reading or listen^ to children's literature				283. Alternating form	283. Intralingual transfer
					284. Omission of verb	284. Interlingual transfer
181	Rue {was} healed Katniss' wound from the tracker jackers with her healing herbs.	1			285. Double marking	285. Intralingual transfer
182	This step revealed the answer ^the research question in this research.	1			286. Omission of preposition	286. Interlingual transfer

183	Meanwhile, the way to show the character's identity is called {as} characterization.		1		287. Simple addition	287. Intralingual transfer
184	Character education lets the students {to} have a proper attitude within themselves.		1		288. Simple addition	288. Intralingual transfer
185	Further, Adawiyah (2015) states psychological violence is threatening and causes fear [to] a person to make them under control.			1	289. Alternating form	289. Intralingual transfer
186	This study included two of thirteen tactics from Miles, Huberman, & Saldaña (2014) that ^used to ensure	1		1	290. Omission of to be	290. Interlingual transfer

	trustworthiness, which were prolonged engagement and developing thick description.					
187	Each character will be discussed one by one from the most frequently appeared to the most infrequent appeared characters along with [the] how the characters are depicted in the story.		1		291. Alternating form	291. Intralingual transfer
188	Leslie's parents [was] still young and they preferred to be called by their names		1		292. Alternating form	292. Intralingual transfer
189	He kept his manner and attempted [to not] offend anybody			1	293. Misordering	293. Intralingual transfer

190	It ^discovered that Caspian is described as a caring person in this novel.	1			294. Omission of to be	294. Interlingual transfer
191	^Novel is one part of children's literature that is commonly read by children, adolescents, and adults.	1			295. Omission of article	295. Interlingual transfer
192	^Exposition is the beginning of the novel that tells the character's situation to the next plot (Ridho, Rahayu, & Donal, 2016).	1			296. Omission of article	296. Interlingual transfer
193	Lickona (2012) defines {that} character education is a technique to build the character of students'	1			297. Simple addition	297. Intralingual transfer

	moral consciousness by using their psychological, social learning, and cognitive development framework.					
194	The given background showed problems that needed to be [solve] by this research.		1		298. Alternating form	298. Intralingual transfer
195	There is such an issue that parent^ should take care of their children.	1			299. Omission of plural -s	299. Interlingual transfer
196	As the research would cope on data, there should be [existed] techniques that can be used to collect the data.		1		300. Alternating form	300. Intralingual transfer
197	Nazis yelled at the Jewish, calling them dirty, making jokes and	1			301. Omission of verb	301. Intralingual transfer

	laughing about Jewish, hit [^] and shoot [^] Jewish and even killed them.					
198	Adari (2015) indicated that the structural forms of discrimination experienced by {the} immigrant children at school were shaped by institutional practices divided into segregation, lack of high-quality resources and bilingual programs, and low teacher/school engagement with parents.	1			302. Simple addition	302. Intralingual transfer
199	It can be seen from the quotation above that [^] hardworking characterization of Caspian is described by using indirect	1			303. Omission of article	303. Interlingual transfer

	presentation through action.						
200	It turned out that Termarines [were] a newcomer in Narnia which means his clan was not the native Narnians.			1		304. Alternating form	304. Intralingual transfer
201	The character {that} analyzed in this study is Prince Caspian.		1			305. Simple addition	305. Intralingual transfer
Total		175	58	58	14		305

Appendix 3. The Tabulation of Types of Grammatical Errors

No	Error Classification	Error Types	Frequency
1.	Omission	Omission of article	72
		Omission of to be	32
		Omission of plural -s	54
		Omission of verb	11
		Omission of preposition	6
Total			175
2.	Addition	Double marking	6
		Simple addition	52
Total			58
3.	Misformation	Regularization error	5
		Archi-form	1
		Alternating form	52
Total			58
4.	Misordering		14
Total Accumulation			305

Appendix 4. The Tabulation of Sources of Grammatical Errors

Error text number	Interlingual transfer	Intralingual transfer	Context of Learning	Communication strategy	Total
1	1	0	0	0	1
2	2	0	0	0	2
3	1	0	0	0	1
4	0	1	0	0	1
5	0	2	0	0	2
6	1	0	0	0	1
7	0	1	0	0	1
8	0	1	0	0	1
9	0	1	0	0	1
10	1	1	0	0	1
11	2	2	0	0	4
12	0	1	0	0	1
13	1	0	0	0	1
14	1	0	0	0	1
15	1	1	0	0	2
16	1	0	0	0	1
17	1	0	0	0	1
18	0	2	0	0	2
19	1	0	0	0	1
20	1	0	0	0	1
21	1	0	0	0	1
22	0	1	0	0	1
23	2	0	0	0	2
24	1	0	0	0	1
25	2	0	0	0	2
26	1	0	0	0	1
27	0	1	0	0	1
28	1	0	0	0	1
29	0	1	0	0	1
30	1	0	0	0	1
31	1	0	0	0	1
32	1	1	0	0	2
33	1	0	0	0	1
34	1	1	0	0	2
35	2	2	0	0	4
36	1	0	0	0	1
37	1	1	0	0	2
38	3	0	0	0	3
39	1	0	0	0	1
40	2	0	0	0	2
41	0	1	0	0	1
42	2	0	0	0	2
43	1	0	0	0	1
44	1	1	0	0	2
45	1	0	0	0	1

46	1	1	0	0	2
47	1	0	0	0	1
48	1	0	0	0	1
49	1	0	0	0	1
50	1	1	0	0	2
51	0	1	0	0	1
52	0	2	0	0	2
53	0	1	0	0	1
54	0	1	0	0	1
55	1	0	0	0	1
56	0	1	0	0	1
57	0	2	0	0	2
58	0	1	0	0	1
59	0	1	0	0	1
60	1	1	0	0	2
61	2	0	0	0	2
62	1	0	0	0	1
63	1	0	0	0	1
64	2	0	0	0	2
65	1	0	0	0	1
66	1	0	0	0	1
67	1	1	0	0	2
68	1	0	0	0	1
69	0	3	0	0	3
70	2	0	0	0	2
71	1	0	0	0	1
72	2	0	0	0	2
73	1	0	0	0	1
74	1	0	0	0	1
75	1	1	0	0	2
76	2	0	0	0	2
77	1	0	0	0	1
78	0	1	0	0	1
79	1	1	0	0	1
80	2	0	0	0	2
81	1	2	0	0	3
82	1	0	0	0	1
83	1	0	0	0	1
84	1	0	0	0	1
85	0	1	0	0	1
86	2	1	0	0	3
87	1	0	0	0	1
88	2	0	0	0	2
89	0	2	0	0	2
90	1	0	0	0	1
91	1	0	0	0	1
92	1	1	0	0	2
93	0	1	0	0	1

94	0	1	0	0	1
95	1	0	0	0	1
96	4	0	0	0	5
97	1	2	0	0	3
98	1	0	0	0	1
99	1	2	0	0	3
100	0	0	2	0	2
101	1	0	0	0	1
102	1	2	0	0	3
103	1	0	0	0	1
104	0	1	0	0	1
105	1	0	0	0	1
106	1	1	0	0	2
107	2	0	0	0	2
108	1	0	0	0	1
109	1	2	0	0	3
110	1	1	0	0	2
111	1	0	0	0	1
112	0	3	0	0	3
113	1	1	0	0	2
114	1	1	0	0	2
115	4	0	0	0	4
116	0	1	0	0	1
117	0	1	0	0	1
118	0	1	0	0	1
119	1	0	0	0	1
120	1	0	0	0	1
121	0	1	0	0	1
122	1	0	0	0	1
123	1	0	0	0	1
124	0	2	0	0	2
125	1	0	0	0	1
126	0	1	0	0	1
127	0	0	2	0	2
128	1	0	0	0	1
129	0	1	0	0	1
130	0	1	0	0	1
131	0	1	0	0	1
132	0	1	0	0	1
133	1	0	0	0	1
134	1	0	0	0	1
135	1	0	0	0	1
136	0	1	0	0	1
137	2	0	0	0	2
138	1	0	0	0	1
139	0	1	0	0	1
140	2	1	0	0	3
141	1	0	0	0	1

142	1	1	0	0	2
143	1	1	0	0	2
144	3	0	0	0	3
145	1	0	0	0	1
146	0	1	0	0	1
147	1	0	0	0	1
148	2	1	0	0	3
149	2	0	0	0	2
150	2	1	0	0	3
151	0	2	0	0	2
152	0	1	0	0	1
153	1	0	0	0	1
154	0	1	0	0	1
155	0	2	0	0	3
156	0	2	0	0	3
157	1	0	0	0	1
158	1	1	0	0	2
159	1	1	0	0	2
160	0	1	0	0	1
161	1	1	0	0	2
162	1	2	0	0	3
163	0	2	0	0	2
164	2	1	0	0	3
165	1	1	0	0	2
166	1	0	0	0	1
167	0	1	0	0	1
168	1	1	0	0	2
169	1	0	0	0	2
170	1	1	0	0	2
171	1	0	0	0	1
172	0	2	0	0	2
173	1	1	0	0	2
174	1	2	0	0	2
175	1	1	0	0	3
176	0	1	0	0	1
177	1	0	0	0	1
178	0	1	0	0	1
179	3	1	0	0	4
180	1	1	0	0	2
181	0	1	0	0	1
182	1	0	0	0	1
183	0	1	0	0	1
184	0	1	0	0	1
185	0	1	0	0	1
186	1	0	0	0	1
187	0	1	0	0	1
188	0	1	0	0	1
189	0	1	0	0	1

190	1	0	0	0	1
191	1	0	0	0	1
192	1	0	0	0	1
193	0	1	0	0	1
194	0	1	0	0	1
195	1	0	0	0	1
196	0	1	0	0	1
197	0	1	0	0	1
198	0	1	0	0	1
199	1	0	0	0	1
200	0	1	0	0	1
201	0	1	0	0	1
Total	171	130	4	0	305
Percentage	56%	43%	1%	0	100%



Appendix 5. The percentage Calculation of the Types of Grammatical Errors

1. Omission

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{175}{305} \times 100\%$$

$$= 57.5\%$$

a. Omission of article

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{72}{305} \times 100\%$$

$$= 23.7\%$$

b. Omission of plural -s

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{54}{305} \times 100\%$$

$$= 17.7\%$$

c. Omission of to be

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{32}{305} \times 100\%$$

$$= 10.5\%$$

d. Omission of verb

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{11}{305} \times 100\%$$

$$= 3.6\%$$

e. Omission of preposition

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{6}{305} \times 100\%$$

$$= 2\%$$

2. Addition 18.7%

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{58}{305} \times 100\% \\ = 19\%$$

a. Double marking

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{6}{305} \times 100\% \\ = 2\%$$

b. Simple addition

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{52}{305} \times 100\% \\ = 17\%$$

3. Misformation

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{58}{305} \times 100\% \\ = 19\%$$

a. Regularization error

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{5}{305} \times 100\% \\ = 1.7\%$$

b. Archi-form

$$x = \frac{n}{nt} \times 100\%$$

$$x = \frac{1}{305} \times 100\% \\ = 0.3\%$$

c. Alternating form

$$x = \frac{n}{nt} \times 100\%$$

$$\begin{aligned}x &= \frac{52}{305} \times 100\% \\ &= 17\%\end{aligned}$$

4. Misordering

$$\begin{aligned}x &= \frac{n}{nt} \times 100\% \\ x &= \frac{14}{305} \times 100\% \\ &= 4.5\%\end{aligned}$$

