



# APPENDICES

**Appendix 1. Thesis Supervisor Approval****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 Error: An Analysis of Education 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



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 Source
		Om '^'	Add '{...}'	Mif '[...]'	Mis '...'		
1	Therefore, our government takes action to carry out online-based learning activities as a temporary alternative [in] teaching and learning activities.			1		1. Archi-forms	Intralingual transfer
2	However, when using the E-learning platform during ^learning process while ^pandemic there are also several elements that need to be considered constraints in the student learning process, such as decreased interest in learning in students, lack of interaction such as feedback from teachers to students due to limited time in meetings, or feelings of	2				2. Omission of Article 3. Omission of Article	Interlingual transfer Interlingual transfer

	isolation due to lack of support from classmates (Coman et al., 2020).					
3	Third, mastery of technology, mastery of technology which refers to the need{s} of students to know how and the use of technology that is needed by them in the learning process that take^ place according to their needs to achieve learning goals.	1	1		4. Regularization 5. Omission of plural-s	Intralingual transfer Interlingual transfer
4	There are not many methods that are suitable [with] the process of learning English in the online learning process, especially when teaching young learners which causes less effectiveness in the learning process			1	6. Alternating form	Intralingual transfer
5	This research was conducted to try to apply a new "Mind Map" based teaching method where this method uses a visualization that is quite	1			7. Omission of Preposition	Interlingual transfer

	interesting, especially ^young learners.					
6	To master English skills, students must know the vocabulary of the language list of words with their meaning^ because it supports their skills' improvement.	1			8. Omission of plural-s	Interlingual transfer
7	This research adopts ^embedded mix method with ^experimental design.	2			9. Omission of article 10. Omission of article	Interlingual transfer Interlingual transfer
8	The researcher uses Pre-Test and Post-Test with 30 item^ of multiple choice to investigate the determine of student capacity.	1			11. Omission of plural-s	Interlingual transfer
9	Teachers need to work with many objects, visuals, and image^ so that everything around the school is available.	1			12. Omission of plural-s	Context of Learning

10	^embedded design focuses on the simultaneous or sequential collection of quantitative and qualitative data, The researchers are basically quantitatively dominated, supplemented by qualitative research.	1			13. Omission of article	Interlingual transfer
11	This is not an easy thing to do and this is {a} a big challenge for teachers to be able to create meaningful learning media that can attract students' attention, boost students' motivation in learning, and facilitate students to learn as autonomous learners, where students can learn independently and flexibly that can take place both inside and outside class that aims for students to have ^clear view of their learning journey (Hafid, 2020).	1	1		14. Double marking 15. Omission of article	Intralingual transfer Interlingual transfer

12	One of ^animated video-based media that can be used is PowToon.	1			16. Omission of article	Interlingual transfer
13	For example, learning about occupation, young learners will be excited to learn if ^teacher include illustration regarding the material in ^learning process to make student decide their dream occupation.	2			17. Omission of article 18. Omission of article	Interlingual transfer Interlingual transfer
14	Young learners also tend to learn from their experience^, experience here is in ^form of what they saw, what they heard, and what they touched.	2			19. Omission of plural-s 20. Omission of article	Interlingual transfer Interlingual transfer
15	For example, if they want to learn about ^type of clothes, it will be easier for them to understand because they can see and touch [it] by their selves because clothes are something that is not hard to find in their daily life.	1	1		21. Omission of article 22. Alternating form	Interlingual transfer Intralingual transfer

16	On the other hand, the lesson plan for ^experimental group used PowToon video as the media while in ^control group using PowerPoint as the media.	2			23. Omission of article 24. Omission of article	Interlingual transfer Interlingual transfer
17	Data reduction of this study ^conducted after collecting data at SD Laboratorium Undiksha by merging the data, calculating the data, and describing the result of the data.	1			25. Omission of verb	Interlingual transfer
18	The diagram above shows the differences [of] mean, median, mode, variance, range, standard deviation, minimum, maximum, and sum between ^experimental and control group^.	2	1		26. Alternating form 27. Omission of article 28. Omission of plural-s	Intralingual transfer Interlingual transfer Interlingual transfer
19	The effect size of the treatment can be known after determining the mean, standard deviation, and {the} total number of students in both groups.		1		29. Simple addition	Context of Learning



20	It can be said that using PowToon as ^supplementary resource ^make ^learning process {be} more effective and meaningful.	3	1			30. Omission of article 31. Omission of plural-s 32. Omission of article 33. Simple addition	Interlingual transfer Interlingual transfer Interlingual transfer Context of Learning
21	Teachers made learning assessment as the first preference, classroom assessment, and classroom assessment as learning and assessment was used to determine 'student final' grades and learning information to administration.				1	34. Misordering	Interlingual transfer
22	In addition to feedback, ensure ^high quality of the materials used by the teacher as a source for making assessments (Zulaiha et al., 2020)	1				35. Omission of article	Interlingual transfer
23	In practice, teachers have also applied the principles contained in assessment^ in teaching and learning activities in schools.	1				36. Omission of plural-s	Interlingual transfer
24	This research just focused on ^level of teacher assessment literacy in Klungkung and the factors that affected teacher assessment literacy.	1				37. Omission of article	Interlingual transfer

25	The subject of this study was 51 English teachers which [is] 26 english teachers from junior high schools and 25 english teachers from senior high schools in Klungkung district.			1		38. Alternating form	Intralingual transfer
26	The interview guide was made by researchers based on some article^ that provided the factors of EFL teachers asesment literacy and approved by judges expert^.	2				39. Omission of plural-s 40. Omission of plural-s	Interlingual transfer Interlingual transfer
27	In the English learning process, ^teacher is one of the main factors that can be an influential factor in conducting that process (Ratminingsih, 2019:37).	1				41. Omission of article	Interlingual transfer
28	In Indonesia, there [is] many researches on assessment.			1		42. Alternating form	Intralingual transfer
29	The results of the observations showed that the teachers did not understand ^assessment principle in depth.	1				43. Omission of article	Interlingual transfer

30	Meanwhile, teacher assessment literacy refers to how competent the teachers are in conducting the practice of assessment in ^education area.	1			44. Omission of article	Interlingual transfer
31	{Besides.} Besides, the object that was also explored in this research was the factors that influence the level of assessment literacy of English teachers in Karangasem, Bali.		1		45. Double marking	Intralingual transfer
32	The shift in the role of teachers ^also directly proportional to the demands of the generation of students with good quality and ready to face this 21st-century era.	1			46. Omission of verb	Interlingual transfer
33	The rapidity of technology ^becomes a new wind to the world of learning in this era.	1			47. Omission of verb	Interlingual transfer
34	Among them are the teaching and learning process between teachers and students, ^facilities and readiness of educators, and ^student approach to learning.	2			48. Omission of article 49. Omission of article	Interlingual transfer Interlingual transfer

35	Meanwhile 4 in the deep learning approach, the motives are based on fulfilling curiosity to reach ^understanding.	1			50. Omission of article	Interlingual transfer
36	Concerning learning English, in a study, it was stated that 21st century skills play ^important role in producing a prepared generation (Ma et al., 2019).	1			51. Omission of article	Interlingual transfer
37	Winje and Londal (2020) stated, deep learning is described as a key element in this research which ^expected to help students have the skills and knowledge needed to cope with the demands of the 21st century.	1			52. Omission of to be	Interlingual transfer
38	In other fields of study, namely health students, they tend to use a surface approach and use {a} little strategy.		1		53. Simple addition	Context of Learning
39	This location was chosen because a problem that was quite prominent and interesting was found [on] the preliminary observation.			1	54. Archi-forms	Intralingual transfer
40	Researchers, questionnaires, and interview guide^ were employed as research instruments in this study.	1			55. Omission of plural-s	Interlingual transfer

41	The RSPQ-2F (Revised Two-Factor Study Process Questionnaire) is a questionnaire that is used to evaluate the learning approach adopted by students in {the} learning.		1		56. Simple addition	Intralingual transfer
42	The second research question encourage^ additional information about the supporting factors that influenced the deep learning approach of eighth-grade students at SMP Negeri 2 Singaraja.	1			57. Omission of plural-s	Interlingual transfer
43	The findings of this interview were very interesting because they [find] two factors supporting the application of the deep approach.			1	58. Alternating form	Intralingual transfer
44	Education practitioners and teachers experience the biggest challenge [is] changing student learning patterns.			1	59. Alternating form	Intralingual transfer
45	For this reason, the researcher was interested in implementing PowToon as learning media to support {the} students, especially fourth-graders, to become autonomous learners.		1		60. Simple addition	Intralingual transfer
46	It was found that teaching and learning activities for fourth graders	1			61. Omission of article	Interlingual transfer

	during this pandemic were carried out online through WhatsApp groups due to ^lack of adaptation to the transformation from offline to online learning.					
47	M-Learning that is personalized according to ^capability to be used globally can open opportunities for students to explore the content and community needed so that it has the potential to increase students' self-worth (Norton, 2000; Pegrum, 2014).	1			62. Omission of article	Interlingual transfer
48	Media in learning is one of the learning support tools that help students get [broaden] information.			1	63. Alternating form	Intralingual transfer
49	The use of learning media in the learning process provides many advantages, both in terms of efficiency in conveying information and [on] the development of the language that students learn.			1	64. Archi-forms	Intralingual transfer
50	It is easier if learning media ^classified into smaller, such as the learning media with technology and non-technology.	1			65. Omission of to be	Interlingual transfer

51	Learning media using technology include videos, films, audiobooks, and so on that require supporting tool^	1			66. Omission of plural-s	Context of Learning
52	In support of all the theories described, researchers have reviewed several previous studies on topics still related, including the use of ^learning media PowToon.	1			67. Omission of article	Interlingual transfer
53	This activity ‘occurs repeatedly’ and 20 monotonously so that it makes students bored.			1	68. Misordering	Communication strategy
54	Another research ^conducted by Afkar (2019) regarding the analysis of the use of PowToon media in teaching English, especially writing for junior high school students.	1			69. Omission of to be	Interlingual transfer
55	This study used mixed methods, a combination of quantitative and qualitative approaches, and ^specifically carried out using the Sequential Explanatory Mixed Method (Quan-Qual Study) from Creswell (2014).	1			70. Omission of to be	Interlingual transfer
56	Several kinds of information needed to be obtained in this study, and	1			71. Omission of to be	Interlingual transfer

	instruments ^used to collect the data needed.					
57	^Inferential analysis is a data analysis technique used to conclude research results that can only be applied to the population by analyzing the sample.	1			72. Omission of article	Interlingual transfer
58	It meant that there was a significant difference in the results [of] the group of students who received treatment and those who did not.		1		73. Archi-forms	Intralingual transfer
59	In addition to PowToon video^ as learning media to help improve students' achievement, it can also increase students' motivation and interest in learning languages, especially English.	1			74. Omission of plural-s	Interlingual transfer
60	In order to be able to grow people into {a} good quality resources, literacy development is the most important basis for them (Adnyani et al., 2021).		1		75. Simple addition	Intralingual transfer
61	Moreover, Wulandari et al. (2021) stated that literacy plays a crucial part especially for language learner because being illiterate means that people seem{s} able to create,		1		76. Regularization	Intralingual transfer



	understand, comprehend, and communicate whether the information provided is in the form of written, spoken, or even the digital one.					
62	Especially when it comes to ^target language or English.	1			77. Omission of article	Interlingual transfer
63	On the other hand, Apriliana (2018) states that children have {a} strong and short-term memory, it causes the knowledge of the target language that is learned continuously from an early age can last a long time in their memory.		1		78. Simple addition	Intralingual transfer
64	Based on the preliminary observation, it is found that most of the students in nine school^ {which} located in nine sub-district in Buleleng said that English is a vital subject to be learned, especially for mastering the vocabulary itself.	1	1		79. Omission of plural-s 80. Simple addition	Interlingual transfer Intralingual transfer
65	On the other hand, there are differences between rural and urban area^.	1			81. Omission of plural-s	Interlingual transfer
66	At this vulnerable age, they are very active learners who love{s} to learn new things but at the same time also		2		82. Regularization 83. Simple addition	Intralingual transfer Intralingual transfer

	have {a} limited knowledge to understand.					
67	This dictionary ^equipped with picture^ [on] each vocabulary as the visualization.	2		1	84. Omission of to be 85. Omission of plural-s 86. Archi-forms	Interlingual transfer Interlingual transfer Intralingual transfer
68	It is believed when {the} literacy skills can be obtained more by someone, they will be able to form Human Resources (HR) who are able to compete and run their lives but can also contribute to the development and progress of their nation.		1		87. Simple addition	Intralingual transfer
69	Considering {about} the importance of literacy as stated above, then its development must be instilled from an early age in young learners.		1		88. Simple addition	Intralingual transfer
70	That is, they understand what is happening quickly, and use logic, what they hear first, [that] means the activity must be done first.			1	89. Alternating form	Intralingual transfer
71	If ^learning process remain^ interesting, meaningful, and functional, young learner will feel comfortable.	2			90. Omission of article 91. Omission of plural-s	Interlingual transfer Interlingual transfer

72	This developed media should be appropriate for young learners and can {be} {a} support {for} them in their learning and literacy development.		3		92. Simple addition 93. Simple addition 94. Simple addition	Intralingual transfer  Intralingual transfer  Intralingual transfer
73	According to Akrim (2018) the word media ^obtained from the Latin "medius" which means intermediate or introduction.	1			95. Omission of to be	Interlingual transfer
74	{The} example of audio-visual media are TV, film, any video, etc.		1		96. Simple addition	Intralingual transfer
75	The dictionary is considered as one of the most important tools for students in learning [the] language in order to achieve a good understanding of the language itself.			1	97. Alternating form	Intralingual transfer
76	Additionally, besides helping students investigate unknown words, dictionaries help students develop language skills, it {is} leads them to have a better understanding of English language.		1		98. Simple addition	Intralingual transfer
77	First, collecting the data by doing ^survey using questionnaire as the instrument.	1			99. Omission of article	Interlingual transfer
78	The next instrument was ^expert judgment sheet, which was used in	1			100. Omission of article	Interlingual transfer

	collecting judgment data obtained through experts and users of the dictionary developed in this study.					
79	As [the] result of library observations at SDN 1 Banjar, the conclusion is that there are four bilingual dictionaries and only have pictures on the last page.			1		101. Alternating form Intralingual transfer
80	Meanwhile, one elementary school located in Gerokgak District, SDN Celukan Bawang, does not have [any] library.			1		102. Alternating form Intralingual transfer
81	This interview aimed to dig up {the} information of target needs (necessities, lacks, and wants).		1			103. Simple addition Intralingual transfer
82	The teacher {has} answered all the questions.		1			104. Simple addition Intralingual transfer
83	In total, there [are] 225 participants.			1		105. Alternating form Intralingual transfer
84	First, regarding the classroom observation it was found that most school^ did not have dictionary in their classroom.	1				106. Omission of plural-s Interlingual transfer
85	Dictionary lead^ the students to look up {for} {the} unknown words so they could easily find the meaning and enhance their vocabulary mastery.	1	2			107. Omission of plural-s Interlingual transfer 108. Simple addition Intralingual transfer 109. Simple addition

						Intralingual transfer
86	^Has been seen above, the use of literature-based instruction still holds a crucial place because of its benefit and probability of promoting students' 4 skills.	1			110. Omission of article	Interlingual transfer
87	Through this research, it is expected that we [are] able to find out how the perspectives of national plus primary school teachers in promoting their 4 (four) Basic English learning skills by utilizing Literature-based instruction and literature works in face-to-face learning before the pandemic and limited offline learning after the pandemic.			1	111. Alternating form	Intralingual transfer
88	Therefore, the focus of the problem which is examined in this research is the application of Literature-based instruction in Singaraja Montessori Primary School, which {is} applied Offline-Learning or face-to-face learning before ^pandemic COVID-19 and face-to-face learning after the 4 Indonesia Ministries decrees released.	1	1		112. Simple addition 113. Omission of article	Intralingual transfer Interlingual transfer

89	The limitation of this research is that LBI in Singaraja Montessori Primary School is ^teacher perception about implementing LBI.	1			114. Omission of article	Interlingual transfer
90	Literature works such as poetry, story, drama, songs, and movies are considered material and hold certain instruction^ in achieving goals and learning through literary works.	1			115. Omission of plural-s	Interlingual transfer
91	Literature has meaning as literary works in the form of written or spoken texts such as novels, songs, drama^, short stories, poetry, and so on.	1			116. Omission of plural-s	Interlingual transfer
92	This statement was supported by Oxford (1990) and Nishanthi (2018) in Ratminingsih (2019) about how English had become a very important 17 medium [in] communication aspects either for professional or personal purposes.			1	117. Archi-forms	Intralingual transfer
93	This reflected how Indonesia need^ to increase the quality of English learning for the public.	1			118. Omission of plural-s	Interlingual transfer
94	Regarding how English hold^ a crucial place in world wild communication, there were several	1			119. Omission of plural-s	Interlingual transfer

	various teaching strategies, method, and techniques developed and need some innovation following the nowadays needs.					
95	There was also a reading skill that was considered as part of receptive skills by learning the exact meaning, pronunciation, grammar, vocabulary and {their} context to avoid misleading language.	1			120. Simple addition	Intralingual transfer
96	These activities refer to {the} reading and literary work, writing and literary work, speaking and literary work, and listening and literary work (Darmawati et al., 2020).	1			121. Simple addition	Intralingual transfer
97	All knowledge [in] reading materials has a relationship with the external and social factors of the reader (Sari et al., 2018).		1		122. Archi-forms	Intralingual transfer
98	It was found that Singaraja Montessori Primary School also contributed to implementing literature-based instruction for {the} young learners in order to promote their four basics skill in learning English.	1			123. Simple addition	Intralingual transfer

99	The archive of implementation of Literature-Based Instruction was [found] before the pandemic and after government policy in Buleleng (SE Bupati Buleleng Nomor: 360/01/Pem/I/2022) in order to follow up on the decrees of 4 Indonesia Ministers to hold limited face-face- learning.			1		124. Alternating form	Intralingual transfer
100	The participant of this study was the teachers who [have] the capability and professionalism in English teaching at Singaraja Montessori Primary School.			1		125. Alternating form	Intralingual transfer
101	Triangulation is utilized in order to support the dependability (reliability) and {the} validity of the research.		1			126. Simple addition	Intralingual transfer
102	Something more important to Montessori ideas than a focus on students and activities is that Montessori views {that} education must go hand in hand with development.		1			127. Simple addition	Intralingual transfer
103	There are two teachers who are considered {a} professional English teachers, each of them held ^lower class and ^higher class in this school.	2	1			128. Simple addition 129. Omission of plural-s 130. Omission of article	Intralingual transfer Interlingual transfer



						Interlingual transfer
104	All the activities are related to each other on those five core learning subjects covered in thematic by ^national curriculum 2013.	1			131. Omission of article	Interlingual transfer
105	The classroom management by planning the setting of students' seats and how the teacher would prepare ^several unexpected cases.	1			132. Omission of article	Interlingual transfer
106	However, the teacher had a unique strategy [in] recalling students' memories and building students' interest in continuing to participate by giving students the freedom to express and interact under reasonable control.			1	133. Archi-forms	Intralingual transfer
107	Students have their own perception^ of what they see, think, and feel.	1			134. Omission of plural-s	Interlingual transfer
108	With the implementation of online learning, teachers need to think about the questions that [was] given to students.			1	135. Alternating form	Intralingual transfer
109	Teachers have difficulty {in} developing the HOTS program on the assessment instrument they designed.		1		136. Simple addition	Intralingual transfer

110	However, this {was} also produced student products quickly.		1		137. Simple addition	Intralingual transfer
111	Students {was} easily [get] the answer.		1	1	138. Simple addition 139. Alternating form	Intralingual transfer Intralingual transfer
112	They [was] not rely on their thinking to solve this problem.			1	140. Alternating form	Intralingual transfer
113	Zorluoglu (2019) said an assessment that aims to form and train [will] maximize the learning process by determining student learning difficulties.			1	141. Alternating form	Intralingual transfer
114	Ratnasari (2019) said that there are six cognitive dimensions [which] are illustrated as pyramids in Bloom Taxonomy.			1	142. Alternating form	Intralingual transfer
115	Perception theory from Lindsay and Norman said perception [has] been processed to {produced} experience in humans themselves (Lindsay and Norman, 1997 as cited in Wijayanti, 2019).		1	1	143. Alternating form 144. Regularization	Intralingual transfer Intralingual transfer
116	The presence of student perceptions will be important in considering {in} measuring student learning outcomes (Azizah, 2022).		1		145. Simple addition	Intralingual transfer

117	In learning English, there is communication between ^teacher and students.	1				146. Omission of article	Interlingual transfer
118	It refers to the language used by the teacher in conveying {an} information which is a tool [in] giving direction, defining something, as well as a tool in checking students' understanding.		1	1		147. Simple addition 148. Archi-forms	Intralingual transfer Intralingual transfer
119	The research was conducted at SMP Negeri 12 Denpasar by going directly to ^school.	1				149. Omission of article	Interlingual transfer
120	In the first research question, the checklist ^used to check some points on the questions made by the teacher and collected data on questions that have been distributed to students on midsemester tests to find out the types of questions used by teachers in the test.	1				150. Omission of to be	Communication strategy
121	^Researcher classified these questions with bloom taxonomic levels.	1				151. Omission of article	Interlingual transfer
122	Problem-based questions and instructions are the type^ of questions that students require (Permatasari, 2019).	1				152. Omission of plural-s	Interlingual transfer

123	There [were] 1 question answering option 2, 11 questions answering option 3, 7 questions answering option 4, and 1 question answering option 5.			1		153. Alternating form	Intralingual transfer
124	Then to the English teacher, especially [at] junior high school, although only the midsemester test is expected to build questions at the HOTS level.			1		154. Archi-forms	Intralingual transfer
125	Along with {the} sound, grammar, and culture, vocabulary is one of the components of a language (Wulanjani, 2016).		1			155. Simple addition	Intralingual transfer
126	Regarding the explanation above, ^teacher can use game-based learning application^ as learning media in the classroom.	2				156. Omission of article 157. Omission of plural-s	Interlingual transfer Interlingual transfer
127	According to Jacobs & Power (2016), student-center learning is ^learning and teaching method that helps students be more engaged in their studies.	1				158. Omission of article	Interlingual transfer
128	According to Lastari et al., (2020) that examined the students' and teachers' perceptions [on] the efficacy of games and entertaining activities for English learning			1		159. Archi-forms	Intralingual transfer

	discovered that both students and teachers had a favourable attitude toward language games and viewed them as learning lubricants.						
129	In the teaching learning process, young learners love[d] to express themselves freely.			1	160. Regularization	Context of Learning	
130	Creating a good report will assist the teacher in conveying the learning objective [in] the game.			1	161. Archi-forms	Intralingual transfer	
131	Fourth, the teacher can create a game by writing a good question, answer, and imagery by following the instruction^ in it.	1			162. Omission of plural-s	Interlingual transfer	
132	First, the picture provided by Kahoot is still limited [for] the free version.			1	163. Archi-forms	Intralingual transfer	
133	Nevertheless, for the current study, the researcher will 'more focus' on investigating the implementation of Kahoot for young learners during a pandemic.				1	164. Misordering	
134	Based on ^theory conducted by Al-Manar (2020), the Kahoot application provided realtime vocabulary practice, which helped pupils improve their vocabulary mastery.	1				165. Omission of article	Interlingual transfer

135	Meanwhile, the second hypothesis is that Kahoot cannot significantly affect ^vocabulary mastery of fourth-grade students who attend SD Dana Punia Singaraja (null hypothesis).	1			166. Omission of article	Interlingual transfer
136	Those instruments were (^observation checklist) assisted by ^questionnaire sheet in investigating student opinions toward Kahoot in the learning process.	2			167. Omission of article 168. Omission of article	Interlingual transfer Interlingual transfer
137	Furthermore, the data were compared to investigate the effect of students toward ^implementation of Kahoot on their vocabulary mastery.	1			169. Omission of article	Interlingual transfer
138	In order to analyse the effect of Kahoot on students' vocabulary mastery, the researcher {was} conducted the pre-test and post-test in this study.		1		170. Simple addition	Intralingual transfer
139	The student {was} showed their interest in the appearance of Kahoot.		1		171. Simple addition	Intralingual transfer
140	In this study, the observation checklist was used to support questionnaire results by the researcher to find out the student^ opinions toward the implementation of Kahoot in the learning process.	1			172. Omission of plural-s	Interlingual transfer

141	The teacher used quizzes as [the] feature of Kahoot to provide the material and exercise.			1		173. Alternating form	Intralingual transfer
142	The group [who] can guess the picture correctly [would] get a point.			2		174. Alternating form 175. Alternating form	Intralingual transfer Intralingual transfer
143	Then, the student was asked to do an exercise individually through their smartphone {that} provide in the Kahoot application.		1			176. Simple addition	Intralingual transfer
144	The student who can finish the exercise quickly and correctly [would] be the winner.			1		177. Alternating form	Intralingual transfer
145	There were eight meeting^ that [have] been conducted by the researcher in this study.	1		1		178. Omission of plural-s 179. Alternating form	Interlingual transfer Intralingual transfer
146	Therefore, our government [takes] action [to] carry out online-based learning activities as a temporary alternative in teaching and learning activities.			2		180. Alternating form 181. Archi-forms	Intralingual transfer Intralingual transfer
147	The purpose of this study is to introduce the online MindMeister through online learning to improve students' vocabulary skill^ for 6 <sup>th</sup> grade students.	1				182. Omission of plural-s	Interlingual transfer

148	Practically speaking, the research that ^carried out is {expect} to make a valuable contribution to young students, English teachers, and other researchers.	1	1			183. Omission of to be 184. Regularization	Interlingual transfer Intralingual transfer
149	Students can be easily distracted due to activities around them, lose ^focus, or other system errors that may appear during the learning process.	1				185. Omission of preposition	Interlingual transfer
150	In the teaching process of young learners, it is necessary to have ^motivation to attract young learners 'interest in learning.	1				186. Omission of article	Interlingual transfer
151	Education teachers have a very important role and need to learn specific strategies [in] teaching young learners (Liu & Reynolds, 2019).			1		187. Archi-forms	Intralingual transfer
152	In learning any language, vocabulary is the initial key to getting {to} a deeper understanding of a language.		1			188. Simple addition	Intralingual transfer
153	Young learners need to pay attention to some elements of ^English	1				189. Omission of article	Interlingual transfer



	language such as pronunciation, spelling, structure, and vocabulary.					
154	Using real objects that children can visualize afterwards is a fantastic approach for them to learn linguistic {vocabularies}.		1		190. Regularization	Intralingual transfer
155	The mind mapping method can help students to increase their creativity through mind maps that are visualized into images and ^easier to read and understand because all material is neatly integrated according to the direction of the material mapping that ^made.	2			191. Omission of to be 192. Omission of to be	Interlingual transfer Interlingual transfer
156	The results of this study concluded that the mind mapping method [can] make students more interested in learning English.			1	193. Alternating form	Intralingual transfer
157	The results of this study found that mind mapping techniques were effective in improving students' understanding [in] reading text narratives.			1	194. Archi-forms	Intralingual transfer
158	This research objective is to determine whether the implementation of Mindmeister has an effect [to] student vocabulary.			1	195. Archi-forms	Intralingual transfer

159	Validity and normality were performed after the try out ^test.	1			196. Omission of article	Interlingual transfer
160	These results were obtained from 51 teachers in Klungkung with the total percentage of teachers being at ^sufficient level and poor level.	1			197. Omission of article	Interlingual transfer
161	The teacher asked students to submit their homework; however, the teacher only [assesses] odd numbered items (option A).			1	198. Alternating form	Intralingual transfer
162	Teachers think that the most valid assessment strategy is to determine an instrument that measures students' attitudes {towards} problem solving strategies (option D).		1		199. Regularization	Intralingual transfer
163	The researcher also did more interview^ about the factors the affect teacher assessment literacy level in Klungkung	1			200. Omission of plural-s	Interlingual transfer
164	From the interview, it [is] found that there was ^significant difference relationship between professional development and teacher assessment literacy level.	1		1	201. Omission of article 202. Alternating form	Interlingual transfer Intralingual transfer
165	Professional development affect^ the teacher assessment literacy level.	1			203. Omission of plural-s	Interlingual transfer

166	Benefit for them to help them develop and practice 'well their assessment' in {the} class.		1		1	204. Misordering 205. Simple addition	Interlingual transfer Intralingual transfer
167	The interview result show^ that 6 out of 10 teachers who have ^long duration of teaching affect on how well teachers can apply assessment in the classroom.	2				206. Omission of plural-s 207. Omission of article	Interlingual transfer Interlingual transfer
168	The result of this study indicated that the level of assessment literacy of English teachers at secondary schools in Karangasem need^ {an} improvement in order to be in a better position.	1	1			208. Omission of plural-s 209. Simple addition	Interlingual transfer Intralingual transfer
169	Through ^monitoring process, principles can know if there was inappropriate assessment practice done by the teachers or not, so that they [could] directly give advice and suggestion to the teachers, therefore teachers would improve their practice to be better.	1		1		210. Omission of article 211. Alternating form	Interlingual transfer Intralingual transfer
170	It revealed that one of the things teachers must do to indicate their professionalism [was] to have pedagogic competence, where one			2		212. Alternating form 213. Alternating form	Intralingual transfer Intralingual transfer

	aspect that teachers must master [was] assessment.					
171	Not only that, when they were asked about the application of reliability in questions, only one subject { who } gave [the] answer that was closely related to the reliability concept, whereas most of them stated answers that were inappropriate.		1	1	214. Simple addition 215. Alternating form	Intralingual transfer Interlingual transfer
172	It meant that if teachers could not understand validity and reliability, it would allow teachers to take ^wrong steps in designing, using, and analyzing the result of assessments.	1			216. Omission of article	Interlingual transfer
173	However, the result of this research showed that compared to those seven standard assessment literacy, teachers' knowledge about other standards [are] better than in this standard, especially in { the } standard number 6		1	1	217. Alternating form 218. Simple addition	Context of learning Intralingual transfer
174	It also indicated that the understanding and practice of teachers related to this matter [was] not in line with the ideal practice based on ^seven standards assessment literacy.	1		1	219. Alternating form 220. Omission of article	Intralingual transfer Interlingual transfer

175	There was a tendency for this to happen because the teacher did not fully understand what ^assessment principle of validity was and its application in determining the appropriate assessment strategy for the purpose of assessing students.	1			221. Omission of article	Interlingual transfer
176	This was also experienced by most of the subjects who [have been] interviewed.		1		222. Alternating form	Intralingual transfer
177	This showed that they did not understand the assessment principle of validity and [have] not realized how the wrong classroom assessment was, so the test given was not valid for whom they [will] measure.		2		223. Alternating form 224. Alternating form	Intralingual transfer Intralingual transfer
178	This made students [knew] the results of their friends' tests which even caused violations of students' privacy rights.		1		225. Alternating form	Intralingual transfer
179	They did not know that what they were doing could violate student privacy, so they even [continue] to practice wrong.		1		226. Alternating form	Intralingual transfer
180	However, on the contrary, in reality teachers did not fully understand {about} this matter.	1			227. Simple addition	Intralingual transfer

181	However, although most teachers already had professional development, the data [of] ^questionnaire and difficulty index analysis showed that generally their level was not at a good level.	1		1		228. Alternating form 229. Omission of article	Intralingual transfer Interlingual transfer
182	Teaching experience here [referred] to the length of teaching, grade or level where the teachers taught, and assessment practice using assessment principles conducted by the teachers.			1		230. Alternating form	Intralingual transfer
183	This aspect would be used to see whether or not ^teaching experience of teachers ^related to the TAL level of English teachers in Karangasem.	2				231. Omission of article 232. Omission of to be	Interlingual transfer Interlingual transfer
184	It is because {in} the PowToon video contained animation, spelling, quizzes, also eye-catching design.		1			233. Simple addition	Intralingual transfer
185	The students seemed happy and enjoyed the learning process, because they could play game^ together with their friends when [studied].	1		1		234. Omission of plural-s 235. Alternating form	Interlingual transfer Context of learning
186	Students also looked very enthusiastic during ^learning process, it made them {be} very active in answering question^.	2	1			236. Omission of article 237. Simple addition 238. Omission of plural-s	Interlingual transfer Intralingual transfer

						Interlingual transfer
187	PowToon video could be representative media if ^teacher could not show the real thing to the students.	1			239. Omission of article	Interlingual transfer
188	The animation contained in PowToon could represent things in {the} real life, so it will be easier for students to imagine {the} real things.		2		240. Simple addition 241. Simple addition	Intralingual transfer Intralingual transfer
189	Based on the findings and discussion, this study obtained two study result^.	1			242. Omission of plural-s	Interlingual transfer
190	But for the range score, the experimental group had ^higher range than ^control group.	2			243. Omission of article 244. Omission of article	Interlingual transfer Interlingual transfer
191	The maximum score of both the experimental and control group [were] ^same.	1		1	245. Alternating form 246. Omission of article	Intralingual transfer Interlingual transfer
192	The effect size of the treatment can be known after determining the mean, standard deviation, and {the} total number of students in both groups.		1		247. Simple addition	Intralingual transfer
193	It can make learning activities {be} more effective and fun, [that] will		1	1	248. Simple addition	Intralingual transfer

	make students follow the lesson and discussion well.					249. Alternating form	Intralingual transfer
194	Based on the interview, all {the} three students could remember and mention all the material that [has] been taught using ^PowToon video.	1	1	1		250. Simple addition 251. Alternating form 252. Omission of article	Intralingual transfer Intralingual transfer Interlingual transfer
195	Based on the findings of student interviews, it was discovered that students had behavioral tendencies that [contribute] to a surface approach.			1		253. Alternating form	Intralingual transfer
196	Even though this application is the first time used in their classroom, they still feel happy, excited, and not [boring].			1		254. Alternating form	Intralingual transfer
197	his meeting {was} showed the togetherness between students.		1			255. Simple addition	Intralingual transfer
<b>Total</b>		123	60	68	4		255



### Appendix 3. The Tabulation of Types of Grammatical Errors

No	Error Classification	Error Types	Frequency
1.	Omission	Omission of article	67
		Omission of to be	12
		Omission of plural -s	39
		Omission of verb	3
		Omission of preposition	2
Total			123
2.	Addition	Double marking	2
		Regularization	8
		Simple addition	50
Total			60
3.	Misformation	Regularization error	-
		Archi-form	17
		Alternating form	51
Total			68
4.	Misordering		4
<b>Total Accumulation</b>			<b>255</b>

#### Appendix 4. The Tabulation of Sources of Gramatical Errors

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

42	1	0	0	0	1
43	0	1	0	0	1
44	0	1	0	0	1
45	0	1	0	0	1
46	1	0	0	0	1
47	1	0	0	0	1
48	0	1	0	0	1
49	0	1	0	0	1
50	1	0	0	0	1
51	0	0	1	0	1
52	1	0	0	0	1
53	0	0	0	1	1
54	1	0	0	0	1
55	1	0	0	0	1
56	1	0	0	0	1
57	1	0	0	0	1
58	0	1	0	0	1
59	1	0	0	0	1
60	0	1	0	0	1
61	0	1	0	0	1
62	1	0	0	0	1
63	0	1	0	0	1
64	1	1	0	0	2
65	1	0	0	0	1
66	0	2	0	0	2
67	2	1	0	0	3
68	0	1	0	0	1
69	0	1	0	0	1
70	0	1	0	0	1
71	2	0	0	0	2
72	0	3	0	0	3
73	1	0	0	0	1
74	0	1	0	0	1
75	0	1	0	0	1
76	0	1	0	0	1
77	1	0	0	0	1
78	1	0	0	0	1
79	0	1	0	0	1
80	0	1	0	0	1
81	0	1	0	0	1
82	0	1	0	0	1
83	0	1	0	0	1
84	1	0	0	0	1
85	1	2	0	0	3
86	1	0	0	0	1

87	0	1	0	0	1
88	1	1	0	0	2
89	1	0	0	0	1
90	1	0	0	0	1
91	1	0	0	0	1
92	0	1	0	0	1
93	1	0	0	0	1
94	1	0	0	0	1
95	0	1	0	0	1
96	0	1	0	0	1
97	0	1	0	0	1
98	0	1	0	0	1
99	0	1	0	0	1
100	0	1	0	0	1
101	0	1	0	0	1
102	0	1	0	0	1
103	1	2	0	0	3
104	1	0	0	0	1
105	1	0	0	0	1
106	0	1	0	0	1
107	1	0	0	0	1
108	0	1	0	0	1
109	0	1	0	0	1
110	0	1	0	0	1
111	0	2	0	0	2
112	0	1	0	0	1
113	0	1	0	0	1
114	0	1	0	0	1
115	0	2	0	0	2
116	0	1	0	0	1
117	1	0	0	0	1
118	0	2	0	0	2
119	1	0	0	0	1
120	0	0	0	1	1
121	1	0	0	0	1
122	1	0	0	0	1
123	0	1	0	0	1
124	0	1	0	0	1
125	0	1	0	0	1
126	2	0	0	0	2
127	1	0	0	0	1
128	0	1	0	0	1
129	0	0	1	0	1
130	0	1	0	0	1
131	1	0	0	0	1

132	0	1	0	0	1
133	0	1	0	0	1
134	1	0	0	0	1
135	1	0	0	0	1
136	2	0	0	0	2
137	1	0	0	0	1
138	0	1	0	0	1
139	0	1	0	0	1
140	1	0	0	0	1
141	0	1	0	0	1
142	0	2	0	0	2
143	0	1	0	0	1
144	0	1	0	0	1
145	1	1	0	0	2
146	0	2	0	0	2
147	1	0	0	0	1
148	1	1	0	0	2
149	1	0	0	0	1
150	1	0	0	0	1
151	0	1	0	0	1
152	0	1	0	0	1
153	1	0	0	0	1
154	0	1	0	0	1
155	2	0	0	0	2
156	0	1	0	0	1
157	0	1	0	0	1
158	0	1	0	0	1
159	1	0	0	0	1
160	1	0	0	0	1
161	0	1	0	0	1
162	0	1	0	0	1
163	1	0	0	0	1
164	1	1	0	0	2
165	1	0	0	0	1
166	1	1	0	0	2
167	2	0	0	0	2
168	1	1	0	0	2
169	1	1	0	0	2
170	0	2	0	0	2
171	1	1	0	0	2
172	1	0	0	0	1
173	0	1	1	0	2
174	1	1	0	0	2
175	1	0	0	0	1
176	0	1	0	0	1

177	0	2	0	0	1
178	0	1	0	0	1
179	0	1	0	0	1
180	0	1	0	0	1
181	1	1	0	0	2
182	0	1	0	0	1
183	2	0	0	0	2
184	0	1	0	0	1
185	1	0	1	0	2
186	2	1	0	0	3
187	1	0	0	0	1
188	0	2	0	0	2
189	1	0	0	0	1
190	2	0	0	0	2
191	1	1	0	0	2
192	0	1	0	0	1
193	0	2	0	0	2
194	1	2	0	0	3
195	0	1	0	0	1
196	0	1	0	0	1
197	0	1	0	0	1
<b>Total</b>	<b>123</b>	<b>122</b>	<b>8</b>	<b>2</b>	<b>255</b>
<b>Percentage</b>	<b>48.2%</b>	<b>47.8%</b>	<b>3%</b>	<b>1%</b>	<b>100%</b>



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

### 1. Omission

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

$$x = \frac{123}{255} \times 100\%$$

$$= 48.2\%$$

#### a. Omission of article

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

$$x = \frac{67}{255} \times 100\%$$

$$= 26.2\%$$

#### b. Omission of plural -s

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

$$x = \frac{39}{255} \times 100\%$$

$$= 15.2\%$$

#### c. Omission of to be

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

$$x = \frac{12}{255} \times 100\%$$

$$= 4.7\%$$

#### d. Omission of verb

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

$$x = \frac{3}{255} \times 100\%$$

$$= 1.17\%$$

#### e. Omission of preposition

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

$$x = \frac{2}{255} \times 100\%$$

$$= 1\%$$

## 2. Addition

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

$$x = \frac{60}{255} \times 100\% \\ = 23.7\%$$

## a. Double marking

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

$$x = \frac{2}{255} \times 100\% \\ = 1\%$$

## b. Simple addition

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

$$x = \frac{50}{255} \times 100\% \\ = 19.6\%$$

## c. Regularization

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

$$x = \frac{8}{255} \times 100\% \\ = 3.13\%$$

## 3. Misformation

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

$$x = \frac{68}{255} \times 100\% \\ = 26.6\%$$

## a. Archi-form

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

$$x = \frac{17}{255} \times 100\%$$



$$= 6.6\%$$

b. Alternating form

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

$$x = \frac{51}{255} \times 100\%$$

$$= 20\%$$

4. Misordering

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

$$x = \frac{4}{255} \times 100\%$$

$$= 1.5\%$$

