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AN ERROR ANALYSIS OF STUDENTS' TRANSLATION FROM INDONESIAN INTO ENGLISH TEXT AT THE 6th SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGI

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Abstract

This research was due to some problems that were found in the 6th semester students of English Education Study Program in UIN Bukittingi. First, the students had vocabulary problem in translating Indonesian to English, especially the ability to use the proper vocabulary in translating. Second, the students had grammar problem in translating Indonesian to English, especially tenses and time condition. The purpose of this research was to find out the type of error that they make when translating text from Indonesian into English and to find out the most frequent error the students make when translating text from Indonesian into English. This research was a descriptive quantitative research. The sampling technique that researcher uses was total sampling. The instrument that was used in a research was translation test. It was a text consists of three paragraphs in Indonesian that must be translated into English. The researcher found that addition errors were made 7.31% of the time, omission errors were made 27.74% of the time, literalness errors were made 13.98% of the time, ambiguity errors were made 17.42% of the time, punctuation errors were made 4.95% of the time, spelling errors were made 3.44% of the time, and capitalization errors were made 25.16% of the time. It can be concluded that omission error is the most frequent error, followed by capitalization, ambiguity, literalness, addition, punctuation, and spelling. This make spelling as the least frequent error that the students made.

Keywords: *Translation, Error*

INTRODUCTION

In this globalization era where extensive network of economic, cultural, social and political interconnections and processes goes beyond national boundaries, language becomes the bridges communication between those nations that are involved in globalization. One of the languages that are used by most of the people in the world is English language. The most

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spoken language in 2020 is English language which has 1268M user in worldwide followed by Mandarin which has 1120M user in worldwide (Ethnologue; 2020). This means that English language become one of the language that connects people across the world. Basically, translation is a process of transferring meaning from the source language into the target language. It is a process of transferring meaning and sense that the author wants to convey in the most natural way (Cuc in Ethnologue; 2020). It means that translation is not only the substitution of words in one language by another language, but also transferring meaning and sense into the target language in the most natural way. As an example, the translation of "*she killed it on the stage*" does not mean "she" literally "kill" something on the stage, but it means she did an amazing performance on the stage. non-native speakers, translating is not easy. Translator needs to learn lexicon, grammatical structure, communication situation, and cultural context of the source language (Tia; 2019). This means that before doing the translation, someone needs to understand lexicon, grammatical structure, communication situation, and cultural context of the target language. Translating the Education text into from Indonesia to English, someone needs to understand English grammar and education context, so that he might produce a good translation. There are still many errors in translation. There are 4 kinds of errors in translation which are distorted meaning, additions, omissions, and inaccurate renditions of lexical item. Distorted meaning means the inability to render the intended meaning. Additions means adding the less important word or phrase while translating. Omission means omitting the important word or information from the source language. Inaccurate renditions of lexical item mean wrong choice of word.

Based on preliminary research at the 6th semester students of English Education Department in UIN Bukittinggi by interviewing 10 students, the students said that the main problem in translating were vocabulary and grammar. They said that they were used to translated from english to Indonesian but not the other way. This made them face some problems. To prove the students problems in translating, the researcher asked them to translate Indonesian text that consisted of 2 paragraphs to the english. The text was as follow:

Indonesia saat ini menerapkan sistem pendidikan nasional. Semua jenjang, jalur, dan jenis pendidikan harus mengimplementasikan sistem tersebut. Salah satu program pendidikan yang terkini di dalam negeri adalah "Wajib Belajar 12 Tahun", yakni 6 tahun Sekolah Dasar (SD), 3 tahun Sekolah Menengah Pertama (SMP), dan Sekolah Menengah Atas (SMA).

Ada tiga instansi pemerintah yang membawahi sekolah-sekolah. Pertama, Kementerian Pendidikan dan Kebudayaan (Kemendikbud) untuk pendidikan menengah dan dasar. Kedua, terdapat Kementerian Riset Teknologi dan Pendidikan Tinggi untuk jenjang pendidikan tinggi. Ketiga adalah Kementerian Agama untuk semua jenjang yang berbasis agama.

https://mutuinstitute.com/post/sistem-pendidikan-indonesia-kelebihan-dan-kekurangan/

The researcher found some errors related to vocabulary. The sentence *"Semua jenjang, jalur, dan jenis pendidikan harus mengimplementasikan sistem tersebut"* was translated incorrectly. One of them translated the sentence to "In all levels, and all of the education must implement the system", it seems that the students omitted "*jalur"* since she did not know the correct translation for it. The other students translated it to "all levell, strip and types of education must implement the system", this students seems to added another "l" on "level" and the word "strip" for "*jalur"* is less correct. The other students translated it to "All cranes, channels, and kinds of education should implement such systems", the word "cranes" and "channels" is not the correct translation for the "*jenjang"* and "*jalur".*The correct translation for that sentence would be "All levels, pathways, and types of education must implement the system. From these facts, it can be said that the students are having vocabulary problem in translating from Indonesia to English.

Second, it was also observed problem related to grammar. One of the students translated the sentence "*Indonesia saat ini menerapkan sistem pendidikan nasional"* to "Indonesia currently implemented a national education system". It is clear that the sentence need to be in present tense, since there is time information "*saat ini"* which states the time information of present tense. However, the student used "implemented" which is incorrect. The correct translation for that sentence would be "Indonesia is currently implementing a national education system" or " Currently, Indonesia implements a national education system"

Larson states that there are two main kinds of translation, which are form based translation and meaning based translation. Form-based translation attempts to follow the form of the source language. It is known as literal translation. Its means that form based translation is type of translation that follows exactly the form of the source language or like word by word translation. Literal translation, translation is trying to adjust to the shape of the source language, so follow the exact from of language support. For example, "*drawing book"* will be translated "*menggambar buku"* in Indonesian language, if the translator use form based meaning/literal translation.

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. It means that idiomatic translation is a process translation that changes the form of source language and giving the sense of original meaning so that the receptor can understand the translation full. The translator basically needs to know about the meaning of source language before he transfers this meaning into another language. For example, "*I will keep you in my mind"* will be translated into Indonesian as "*aku akan mengenangmu"*. Types of translation. They are Word-for-word translation. This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pretranslation process(Newmark; A Textbook of Translation). The researcher orders the type of translation from the worst to the best. Start from free translation which produces a translation without manner/content from the original. The best type of translation is the faithful, meaning based, and communicative translation, where the meaning and context are really transferred to the target language.

The translation process into three steps which are analyzing the source, transferring, restricting (Nida and Taber; 1982). In this step, the translators analyze the SL text in the basis of the relationship of existing grammar (SL and TL grammars) and also analyze the meaning of words and sentences in order to understand the messages comprehensively. The second process is transferring the result of analysis into similar message. In this step, the messages of the SL which have been understood are transferred into the translators‟ mind. And the last is restructuring the transferred message into the natural form into TL.

There are two approaches to translating (and many compromises between them): (1) you start translating sentence by sentence, for say the first paragraph or chapter, to get the feel and the feeling tone of the text, and then you deliberately sit back, review the position, and read the rest of the SL text; (2) you read the whole text two or three times, and find the intention, register, tone, mark the difficult words and passages and start translating only when you have taken your bearings (Newmark; A Textbook of Translation). These two methods people choose depend on their temperament, or on whether they trust their intuition (for the first method) or their powers of analysis (for the second). Alternatively, people may think the first method more suitable for a literary and the second for a technical or an institutional

text. The danger of the first method is that it may leave them with too much revision to do on the early part, and is therefore time-wasting. The second method (usually preferable) can be mechanical; a translational text analysis is useful as a point of reference, but it should not inhibit the free play of your intuition. Alternatively, people may prefer the first approach for a relatively easy text, the second for a harder one.

There are may difficulties in translation such as grammatical, sylistic, and lexical. Translation difficulties is any type of difficulty in the source language (SL) text that obliges the translator to stop translating. This difficulty is mainly due to grammatical, stylistic, cultural or lexical problem (Mezmaz meryem;2010). Grammatical problems are the result of complicated SL grammar, different target language (TL) grammar or different (TL) word order. Among the most frequent grammatical problems such as the translation of verbs "be", "have" and modals. Then, the translation of tenses and articles. Next, the translation of adjective and personal pronouns. Last, the translation of nominal, verbal and conditional sentences. The style or the way of writing, of a particular SL text may pose different problems for the translator. One of these problems is fronting, in which a word, a phrase or a clause is stated at the beginning of a sentence in a unusual way. For instance, "suicide he committed" instead of "he committed suicide". The purpose behind such a fronting is to emphasize on the fronted word, or to draw attention to its importance to the meaning of the whole sentence. Other stylistic problems may include parallelism, ambiguity, redundancy, and nominalization. Lexical problems usually occur when a word or an expression is not understood, misunderstood or totally unknown to translators. Synonym, polysemy and monosemy, collocations, metaphors and idioms are considered as the most common lexical problems.

A translation error is defined as a failure to carry out the instructions implied in the translation brief and as inadequate solutions to a translation problem (Nord in Rahmatillah; 2013). This means that translation error is a failure of the translator to transfer the meaning from the source to the target language. However, more detailed analysis reveals a number of subjective elements. The ATA framework for standardized error marking lists three categories of translation errors; 1. Form of the exam; the first category consists of errors that concern the form of the exam, for example, if a translation is unfinished or illegible or if the translator gave more than one option for a particular word or phrase. 2. Transfer errors; the errors that have a negative impact on understanding. They are additions, addition errors are characterized by the presence of an item, which must not appear in the translation.

Omissions, omission errors are characterized by the absence of an item that must appear in the translation. Word choice, it is error that related with the word choice. Whether it is ambiguous or has different meaning from what it should be. Literalness, the error that happen because of the translator translated the text to literal with the source language. Cohesion, a cohesion error occurs when a text is hard to follow because of inconsistent use of terminology, misuse of pronouns, inappropriate conjunctions, or other structural errors. Ambiguity, an ambiguity error occurs when either the source or target text segment allows for more than one semantic interpretation, where its counterpart in the other language does not. 3. Mechanical errors → such as grammar, syntax, punctuation, spelling, and capitalization. Furthermore, in this research the researcher will use the ATA framework since it conveys the error in translation from Suksaeresup and Tipa Thep-Ackrapong and it is more detail. In addition, the researcher will not use the first category of the ATA, since the researcher will ask the respondent to complete the translation before submit it.

METHODS

This research is a descriptive quantitative research. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. Descriptive Quantitative research is the collection and analysis of numerical data in order to describe, predict or control phenomena of interest (L.R Gay; 2012). Quantitative research emphasizes objective measurements and statistical, mathematical or numerical analysis of data. The design of this research was descriptive research. Descriptive research is a quantitative type of a research which includes making descriptions in education phenomena (Meredith; 2003). This research was aimed to find the translation error in the students of 6th semester students in English Education Department of UIN SMDD Bukittinggi. So, descriptive quantitative research is the most related research type with the aim of this research.

Population and sample is one of the important elements in this research. Population and samples are the main source of this research data. Quantitative research attempts to find something from a large group of people which is called population, by studying smaller group (L.R Gay; 2012). The smaller group in the research is also called sample. So sample is the part of the population which can represent the population.

No	Class	Total Student
1	6 PBI-A 2018	14
2	6 PBI-B 2018	19
3	6 PBI-C 2018	17
Total		50

From the data above it could be seen that the data of the population was more than 100 students. As Suharsimi Arikunto stated that if the subjects are less than 100, it is better to take all of the subjects. But if the subjects are more than 100, it might be taken between 10% - 15%, 20% - 25% or even more (Arikunto; 2006). Since the population was less than 100. The researcher took all the students as the sample which will be 50 writing/translation. The sampling technique that researcher used was total sampling. Random technique is selecting a sample in such way that all individuals in the defined population have an equal and independent chance of being selected for the sample (L.R Gay; 2012). 1. Instrumentation plays an important role in a research. It is used to collect data in order to answer the research question. Instrument is a tool used for data collection (L.R Gay; 2012). The instrument that was used in a research was translation test. It wasa text consists of three paragraphs in Indonesian that must be translated into English. In order to choose the source text, the researcher adapted Phelan way of choosing source text. He said that, the source text was a judgment from the Court of Appeal Criminal Division in Spanish and was translated into English by a student at Qualetra partner Alcalá de Henares University in Spain. The translation was carried out solely for the purpose of the research project and was used for (a) the study of analytical assessment described in this article and (b) a study of holistic assessment (Phelan; 2017). The researcher chose the source text by: Judgment from the English lecturers in UIN SMDD Bukittinggi → the researcher provide three texts in Indonesian and ask some of the English lecturers in UIN SMDD Bukittinggi which one is the best for the student to translate. 2. The text was related with the education environment . 3 The source text only was used to determine students' error in translation from Indonesia to English. Furthermore, the students' translationwasanalzyed through the follwoing guidelines:

Indicator	Sub-Indicators	Descriptor	Code
Error in Translation	Addition	An addition error occurs when the translator introduces superfluous information or stylistic effects.	A
	Omission	An omission error occurs when the translator omits superfluous information or stylistic effects.	O
	Literalness	The translator translates the sentence literally	L
	Cohesion	A cohesion error occurs when a text is hard to follow because of inconsistent use of terminology, misuse of pronouns, inappropriate conjunctions, or other structural errors	C
	Ambiguity	An ambiguity error occurs when either the source or target text segment allows for more than one semantic interpretation, where its counterpart in the other language does not	Amb
	Punctuation	The translator make error relating to punctuation such as commas, dot, question mark, or etc	S
	Spelling/Character	Incorrect spelling	P
	Capitalization	Incorrect capitalization	Spl
			Cpt

The researcher used documentation in collecting the data. The technique of data collection is needed to obtain the data in a research. The aim of data collecting in conducting scientific research is to get the materials needed. By using data that has been collected, researcher found the answer of research question which was the aim of the research.

In this step, the researcher analyzed the data that has been collected to get the conclusion. Analysis of data is a process to analyze and interpret the data to find the various information that are suitable with its function (Sanjaya; 2010). The data must be clear and

relates with the purpose of the research. The data was analyzed by using the following step: 1. Tabulated the students' error based on the indicator or error in translation. 2 Measured the percentage of the students' total error of each indicator by using formula: $p = \frac{F}{N} x\ 100\%$ Notes ; P = percentage, F = total error of each indicator, N = total error of all indicator.

$$Percentage = \frac{total\ error\ of\ each\ indicator}{total\ error\ of\ all\ indicator} x100\%$$

RESULTS

1. Description of the Data

Based on the 50 of the students translation, the researcher analyzed 8 errors in their translation. They addition, omission, literalness, cohesion, ambiguity, punctuation, spelling, and capitalization. These documents were checked by 3 raters which were the researcher herself, Afdaleni, SS., M.Pd, and Elsi Pranita, M.Pd. The result of the calculation of the error by 3 raters can be viewed on the table below:

Table Students' Error in Translation Indonesian into English

No	Name	A	O	L	Coh	Amb	P	Spel	C	Total
1	VSA		2			3		1		6
2	PO	2	4	1		2	1	2		12
3	DA		1	1						2
4	WN	1	6	5			2		1	15
5	H		1	1						2
6	DR		1	1						2
7	FF	3	3	1		2	1			10
8	RA		1	1		1				3
9	SMP	3	3	2		8	1		7	24
10	AM	3	3	2		8	1		7	24
11	DW		3	1			1			5
12	SN	3	3	2		8	1		7	24
13	DYP		3	1						4
14	AF		3	1		2				6
15	AS		3			2				5
16	AR		2	1						3
17	NNI		2	1						3

18	NR		7	2		1		2	9	21
19	MA	1	6	2		1		1	12	23
20	KA		3	1		1	1	1	10	17
21	HOD		4	1		1	1	4	11	22
22	WF		2	2		1				5
23	STP		4	2		1	1	1	7	16
24	FA		2	1		1				4
25	MF		1	1		1				3
26	MN	1	7	2					2	12
27	SF		1	2					3	6
28	LR		1	1		1	1			4
29	BS	1	6	1		1		2	10	21
30	NM		3	2		1	1	2	5	14
31	NF		1	3						4
32	TF			1						1
33	RF		1			1	1			3
34	EAD		3			1	1		4	9
35	N									0
36	STS									0
37	RS		3			2				5
38	AYS		2	1		1				4
39	MPP									0
40	WA		1	1						2
41	HA	3	3	1		2	1			10
42	RV		1	1		1				3
43	MFN	3	3	2		8	1		7	24
44	LF	3	3	2		8	1		7	24
45	RN		3	1			1			5
46	MY	3	3	2		8	1		7	24
47	SK	1	6	5			2		1	15
48	AY		1	1						2
49	AF		1	1						2
50	MF	3	3	1		2	1			10
Total		34	129	65	0	81	23	16	117	465

Based on the table above, it can be seen that there were 465 total error that all of the students made when translation Indonesia into English. They are 34 addition error, 129 omission error, 65 literalness, 0 cohesion error, 81 ambiguities, 23 punctuation error, 16 spelling error, and 117 capitalization error. The data above can also be viewed on the figure below:

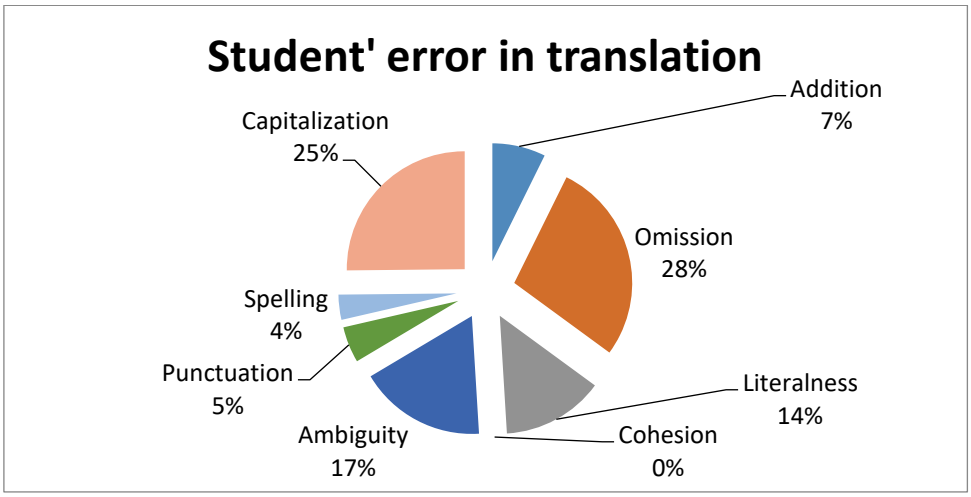


Figure 1 Students' Error in Translation Indonesian into English

According to the figure above, there were total around 7% addition error, 28% omission error, 14% literalness, 0% cohesion error, 17% ambiguities, 5% punctuation error, 4% spelling error, and 25% capitalization error.

2. Analyze of the Data

In this section, the researcher analyzed the each error of the students' writing:

a. Addition Error

The students' addition error can be viewed on the table below:

Students made 34 errors related to the addition which was only 7,31% . This mean that the students did not really made a fatal error related to the addition.

Table Example of the Students' Error

No	Students' Sentence	Added Item	Correct Form
1	… Indonesian education in during the covid 19 pandemic…	in	… Indonesian education during the covid 19 pandemic…
2	So that the article they purpose to is explain…..	They	So that article's purpose is to explain…..
3	… give solution with for online education	With	… give solution for online education
4	And provide solution for or online learning	or	And provide solution for online learning
5	Education is done by online ….	By	Education is done online….

b. Omission Error

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance/sentence. There are 129 errors that were made related to omission which was 27,74%of the total error. It also can be seen that only one student who did not this error. This can be said that this error is quite bad since almost all of the students made this error.

Table Example of the Students' Error

No	Students' Sentence	Omitted Item	Correct Form
1	….Article purpose explain development ….	's, is, to, the	..article's purpose is to explain the development
2	…And news related to online learning covid 19	of	…And news related to online learning of COVID 19
3	The research method used is a literature study…	That was	The research method that was used was a literature study…
4	the article aims explain education…	to	the article aims to explain education…
5	So the article to explain education..	Is/was	So the article is to explain education..

c. Literalness

Literalness means that the students translate the sentence too liuteral which make the reader hard to understand the meaning. The total literalness that students made during translating from indonesia to English is 65 error which was 13,98%of the total error. Almost all of the students make this error, only 5 of them who did not make this error.

Table Example of the Students' Error

No	Students' Sentence	literalness	Correct Form
1	Descriptive is the research method trying to express written facts……	Trying to express	Descriptive is the research method seek to reval written facts……
2	… to achieve learning goals actually	actually	to achieve the actual learning goals
3	The research method that is used is a literature study	Literature	The research method that is used is a library study

d. Ambiguity

An ambiguity error occurs when either the source or target text segment allows for more than one semantic interpretation, where its counterpart in the other language does not. There are 81 ambiguity that students made or 17,42% of the total error. This error come from the students lack of vocabulary so they do not know the correct word in the target language which is English.

Table Example of the Students' Error

No	Students' Sentence	Ambiguity Item	Correct Form
1	…by online from homestay	homestay	…by online from home
2	..was carried out online or homes..	Homes	..was carried out online or from home
3	…was carried out online or online from respective homes	Or online	…was carried out online or from respective homes
4	Online learning being a one of a solution…	Being a one of	Online learning as one of the solutions…
5	Its obtained documents, article..	Its obtained	The data that was obtained was in form of documents, article..

e. Punctuation

This error is when the translator make error relating to punctuation such as commas, dot, question mark, or etc. There are only 23 error related with punctuation error which is only 4,95% of the total erro. This error happen because the lack of the students' ketelitian in looking the source text. The example of this error can be viewed on the table below:

Table Example of the Students' Error

No	Students' Sentence	Punctuation error	Correct Form
1	Statementwhich	Space	Statement which
2	…pandemic covid 19 education was done…	comma	…pandemic covid 19, education was done…
3	On the other hand to give…	Comma	On the other hand, to give…
4	Actlearning	Space	Actual learning

f. Spelling

Spelling error is when the students or the translator made incorect spelling of the traget text. , it was known that spelling error was by far the least error that was made by the students. Only 16 spelling error that were made when the students translating the text from indonesian to English or only 3,44% which means almost none of the students made the spelling error and even if the made the errir, the researcher believe it was purely coincidence and lack of the students ketelitian in writing the target language. Furthermore, the table below provided some example related with spelling error:

Table Example of the Students' Error

No	Students' Sentence	Spelling error	Correct Form
1	Act learning	Act	Actual learning
2	Deskriptiv	Deskriptive	Descriptive
3	Artikel	Artikel	Article
4	Metodh	Metodh	Method

g. Capitalization

Capitalization error is error that was made because the translator make error in writing the capital letter, whether it should be capital or not. The students' capitalization error was quite bad which 117 error or 25,16% of the total error. The capitalization error

happen because of lack of students accuracy during the translation, this same with the punctuation and spelling problem. The example of the capitalization error can be viewed on the table below:

Table Example of the Students' Error

No	Students' Sentence	Capitalization error	Correct Form
1	Covid 19	Covid 19	COVID 19
2	.the research….	The	The research…
3	Indonesia	Indonesia	Indonesia
4	. the result…	The	The result….
5	This Result	result	This result…

DISCUSSION

Error in translation was error that happen when a translator transfer a text form a source language to the target langauge. In this research, the error that was analyzed were addition, omissiom, literallness, ambiguity, punctuation, spelling, and capitalization. The data of this research was collected from 50 students' translation.

Based on the finding of the research it was found some conclusion.

The first type of error was addition error.An addition error is when a word or phrase is added to a translation that was not present in the original text. This can happen when the translator is trying to fill in a gap in the meaning of the text, or when they are misunderstood the meaning of the text and add something that is not actually there (Phelan; 2017). There were 34 errors related to the addition which was only 7,31%. This mean that the students did not really made a fatal error related to the addition.

The second type of error that was found was omission error. An omission error in translation is when a word or phrase is left out of the translation. This can happen for a variety of reasons, such as the translator forgetting to include the word or phrase, or not knowing how to translate it. Omission errors can often change the meaning of the text, making it inaccurate (Phelan; 2017). There were 129 errors that were made related to omission which was 27,74%of the total error. It also can be seen that only one student who did not this error. This can be said that this error is quite bad since almost all of the students made this error.

The third type of error that was found was literalness. One possible reason for this is that Indonesian and English have different word order. In Indonesian, the verb usually comes at the end of the sentence, while in English it is usually in the middle or at the beginning. This can lead to confusion for students when they are translating.Another possibility is that Indonesian has a lot of loanwords from other languages, particularly Sanskrit, Arabic, Portuguese, Chinese, Dutch, and English (Devianty; 2016). These words may not have an exact equivalent in English, so students may have to guess at the meaning. This can lead to errors in translation.The total literalness that students made during translating from indonesia to English is 65 error which was 13,98%of the total error. Almost all of the students make this error, only 5 of them who did not make this error.

The fourth error that was found was ambiguity.This error come from the students lack of vocabulary so they do not know the correct word in the target language which is English. This means that the students were not familiar with the correct word in English, leading to them using the wrong word (Phelan; 2017). There were 81 ambiguity that students made or 17,42% of the total error.

The fifth error that was found was punctuation error. This error happen because the lack of the students' carefulness in looking the source text (Phelan; 2017). There were only 23 error related with punctuation error which is only 4,95% of the total error The sixth error that was found was spelling error.the researcher believe it was purely coincidence and lack of the students accuracy in writing the target language. It was only 16 spelling error that were made when the students translating the text from indonesian to English or only 3,44% which means almost none of the students made the spelling error and even if the made the error.

The last error that was found was capitalization error. It was the same with the punctuation and spelling error which the researcher think it was miscellaneous error. This might happen because the students' lack of accuracy. However, the researcher found that the capitalization error was bad the students' capitalization error was quite bad which 117 error or 25,16% of the total error.

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