AN ANALYSIS OF FRESHMEN ABILITY IN USING COPULAR VERBS

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Abstrak : This study aims to know how freshmen use the copular verbs and what types of errors occur when they apply them in simple sentences. The writer assumed that paying attention to the learning of copula as the basic English is important because the writer often find that some students still do mistakes in writing simple sentences. This case is also interfered by the background of freshmen. The freshmen learn English just as a foreign language, so there will be many factor will affect this process of learning such as the different system used in these two languages, English and Indonesian as freshmen's mother tongue. The method of this study use qualitative. The data presented is not by calculation like in the quantitative. The procedure of this research is through asking students to write several simple sentences with suitable pattern. They were asked to use scratch words that they know. Then the researcher collected the data. The next is identifying all those sentences. The writer focuses on how these freshmen use the copular verbs in their sentences. In analyzing the data, the writer specifies the errors analysis into four, those are: 1) collections of sample errors,2) the identification of sample errors, 3)the description of errors, and 4)the explanation of errors (Corder in Eliis, 1996: 48). The result show that there are many errors occur in writing simple sentences. The most frequently occur is omission. So it can be concluded in teaching English it need to pay attention to grammatical aspect in writing .

Key words : copular verbs, copula, linking verb, errors

INTRODUCTION

Communication is a process to convey a message from the speaker to the listener or from the writer to the reader by means of language. It can be applied when both speaker and listener are able to apprehend what is being talked to each other. The same thing can be done by using the same language therefore there will be no matter anymore. The use of the same vocabulary and pattern is going to expedite communication work. The milieu as well may affect language progress. All this can be done if both speaker and listener have the same background language.

By and large, the use of language by people who have different backgrounds will become a bit of a problem if one of the language user is not able to use that language because of particular reason, for example they use different language. The listener or the reader will be failed to interpret if he or she cannot match the speaker's words with their own words which stored in listener's memory. This phenomenon occurred frequently when the language which is being used is different. Inequality of words or sentences that are being used by speaker and listener or by writer and reader will generate communication failure. Still another distinction in addition to the words is the pattern. Each language has its own patterns that are severe from another language. This kind of problem will take place in a situation when the two language user has different language. To make communication succeed so the language users are demanded to have the same knowledge about that language. Like Taher (2009) said that languages are different in their structures and each of them is

a unique system of communication with its own sounds and morphemes.

The description of the problem that occurred in the above paragraph can take place for instance in an English as a foreign language learning class in Indonesia. The students whose mother tongue is Indonesian are Intended to learn English. English is one of the most important courses in school and is required as part of the curriculum . Learning English can assist pupils in developing the capacity to adapt their language to new setting (Nurfitria and Indriani, 2022)There are efforts to do by them to gain knowledge about English. there are many things to do to master this language from various aspects of linguistics. In addition to overcoming the whole skills of English, they even face difficulties inasmuch as each language is arbitrary. This nature inflicts those difficulties, one of them being in ordering the sentence. It can be compared to the following sentence :

Table 1

Indonesian	English	Function
Saya dokter.	I am a doctor.	It links I to the identity
Rizal cerdas	Rizal is smart	It links Rizal to a description
Dia terlihat bahagia.	He seems happy	It links 'He' to a description
Dia akan baik-baik saja	He will be fine	It links He to a description

Doctor, smart, happy, and fine is the subject complement. The word categories which is able to occupy it are noun, pronoun, and adjective. After the subject there are linking verbs: am, is, seems, and will be. They link the subject to the complement in order to describe

or identify the subject. This term can be called copula or linking verbs which have the function to link the subject to its complement. We can find the different use for this pattern in Indonesian students. Indonesian often dismiss copular verbs in a sentence. For example *saya adalah seorang dokter* becomes *saya dokter; dia terlihat bahagia* becomes *dia bahagia*. It enables to Indonesian students use their pattern of language to insert their inurement to English, such as he doctor, he smart etc.

Writing

The phenomenon explained in the paragraph above often occurs in both speaking or writing activities. As Imanudin (2016) stated Writing is a process of delivering ideas through written text or translating what is on mind through written language. To write a sentence in English as a foreign language of course need an effort because of they have deiffeten system of anguage. the writer in this case focuses on writing. One of aspect in writing that should be noticed is in ordering a good sentence. According to Triwardani (2016), a well formed sentence is signed by the use of correct grammatical rules. Particularly grammatical aspect indeed takes an important position in writing process. The problem mosly appear is to write pepole's ideas to be a written form but it should take not to target language system. Naturally it will make errors.

Errors

A lot of errors are possible to occur if English learners tend to use their first language system and structure then apply it to the target language. Because generally each language has

its own grammar. These errors are nature in the process of learning second or foreign language. According to Jack Richard the errors happen because of some reasons; one of them is because of language transfer. Sentences in the target language may exhibit interference from the mothertongue. This interference refers to students' native language which impact to the language laearning proses.in addition to language transfer, another reason is intralingua interference. It refers to the result produced by the learner which doesn't reflect the mothertongue's structure but to the generalization based on partial exposure to the target language. for example:

I am eat.

He can swims.

Another reason for the errors is the sociolinguistic situation. The different situations will direct the language used to produce a different kind of learning. The target language is able to be taught in the socio-culture background. Teaching the target language will be better to do in a particular situation. It will be more beneficial to teach two of them. The next factor is modality. It relates to the speaker's attitudes toward everything is talking about. It may be about the situation, environment, events, etc. The attitudes can be in the form of statements, possibilities, hope, and permission. The last factor is age.

Some aspects that relate to the language learning process will change along with their increasing age. Their memory to remember and to develop the language which is being learned will be appropriate for their age will increase.

The next factor is the lack of stability in students' approximation systems. It needs to do because in learning a language the process continues. The last factor is a global error. It relates to the difficulties that are attached to people's phonology structure, syntactic, and semantics.

The errors certainly occur in the language learning process, but they will gradually reduce. Cahyaningrum (2014) stated that students often make errors on the use of grammatical structures in English because English grammar is more complicated than Indonesian. It is natural. The English learning process hasn't been seen yet maximally. It can be seen from the errors that occur in students' simple sentence writing. Paying attention to this case so the writer is interested to do research on students' simple sentence writing. Knowing the errors happen so it can be understood and prepared to have a solution to conquer his problem. So it is inline with the previous study that had been held by Danik Cahyaningrum in her research title " Error Analysis on the use of To Be as Auxiliary and Linking Verb in The students' recount text. But this research use another term, that is copular verb in which it is more focus to to be or linking verb as copula.

Errors are unavoidable; it happened in all components of English grammatical structure such as errors on using to be, using verb, using conditional sentences,etc (Cahyaningrum,2014). Students cannot avoid this event moreover English is not our native language. To focus on this research so it needs to notice the types of errors. According to

Dulay, Burt and Krashen (in Carl James 1998:106) Types of errors are: Omissions, additions, misinformation and misordering. Below are the definition of those types of errors according to Simamora and Pasaribu (2022):

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example : She sleeping

Addition errors are the presence of an item that must not appear in a well-formed utterance. For example: She doesn't goes to school.

Yesterday father eated in his office

Missformation error is a type of error that is characterized by the use of incorrect morpheme or structure. For example: the cat catch a mouse.

Misordering is an error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. For example: she wants to know what is my name.

Verb

Generally, in each language, the pivotal element to build in a sentence is a verb. It is involved in the predicate function together with a subject, an object, or a conjunction. It can affect other elements in that sentence. A verb is included in the predicate or it is to describes the predicate function. The verb that not accompanied by another element, therefore, it is just a verb not a predicate. to know that verbs are a predicate or no it can be seen by paying attention to the following: the verb that can function as a predicate can be added by prefix or suffixes; it can be followed by preposition; it can be followed by connecting words to living

things; it can be followed by connecting words of adverb of reason, and it is written before the object

Copula

Copula is a term that is used to refer to the linking verb.it is part of verb.. Copular verbs are non-action verb and it doesn't need to take an object. It describes a state of being and gives information about the subject. Copula or a linking verb links, or joins or connects the subject of a sentence and its complement. The subject complement which may be a noun or a pronoun or an adjective is "a word or expression that identifies or describes the subject".

According to Quirkk et al 1985 as cited in Du (2011) copula can be classified based on different standards:

a. Be, the principal copular verb;

b. "Verbs of seeming" including seem, appear, and the perception verbs look, sound, etc;

c. "Verbs of remaining" including remain, stay, and keep.

Kopec (2020) stated that be as a copula is part of the subject-verb-subject complement pattern syntactically . he assume that semantically makes little or no contribution towards the meaning of the clause. It is different with Du, he classified *become, grow, remain, turn* as a semi copula. They are able not to be left out without resulting in ungrammaticality the meaning of the construction.

Besides that Copulas are introduced to express appearance, sensation, becoming, "characterization or attribute and identification of the subject" (Quirk & Greenbaum 353). to give information about a person or a thing (Praninskas, 1975: 7)

Below are kinds of copular verbs:

Be	sense	Appearance
Is	Look	Appear
Am	Seem	Become
Are	Smell	
Was	sound	
were	taste	
Will be	feel	
Was being		
Has been		

To make easier in diffierent between main verb and copula,lets look athis example (Fiktorius, 2019)

a. It rained across the region (Verb)

b. The dogs are friendly.

Eastwood as cited in SUlaiman (2022) stated that the copulative verb is known as linking verb which needs complement relates to and describes the subject identifies.

METHOD

The method used in this research is descriptive qualitative. it investigates the quality of material or situation. While according to Hamilton and Finley (2019) The subject of this study was the freshmen of Unisa Kuningan. The data was taken from the 5 freshmen's worksheet in writing subject.

The procedure of this research is through asking students to write several simple sentences with suitable pattern. They were asked to use scratch words that they know. Then the researcher collected the data. The next

is identifying all those sentences. The writer focuses on how these freshmen use the copular verbs in their sentences. In analyzing the data, the writer specifies the errors analysis into four, those are: 1) collections of sample errors,2)the identification of sample errors, 3)the description of errors, and 4)the explanation of errors (Corder in Eliis, 1996: 48)

As the writer assumed that these freshmen had acquired the material about copular verbs in their prior schools.

FINDING AND DISCUSSION

the writer in this research focuses on the how the freshmen use the copular verbs and what are kindsof error exist in freshmen's writing. It was found the that the subject of this research have been able to use copular verbs in their simple sentences.

Based on the analysis, the writer found many types of copulas, such as in the sentences below

1. He looks tired

2. I am tired

3. The omlette is salty.

4. Mama looks beautiful

5. Hotman is a lawyer

6. Pizza tastes good.

7. My favorite color are green and purple

8. The movie is interesting

It found that freshman are able to use copular verb to show that the subject complement function is to link the subject to its identitiy such as in the sentence *Hotman is a lawyer*. Besides that, another function is shown

by in those sentences to inform that the copular verb functions to link the subject to the descripstion, such as my faroite color are green and purple. Not only copular in the form ob that they use, but also in the form of sense, such as He looks tired. The data also showed that freshmen use copular verb to link the subject and its description by using present participle as adjective such as in the sentence the movie is interesting.

Besides those sentences, the writer also found the errors use in using copular verbs, such as follow:

Table 2 list of errors in using copular verbs by freshmen

NUMBER	SENTENCES	PHENOMENA
1	That wrong	Omission
2	Dena and vina sibling	Omission
3	She sick	Omission
4	That girl writer	Omission
5	He ready go to school	Omission
6	I want to smart	Omission
7	Dena and vina sisters	Omission
8	Badminton my favorite sport	Omission
9	I great and energetic	Omission
10	I teacher	Omission
11	These tourist attractions vary	Omission
12	I very interested	Omission
13	Playing badminton very easy	Omission
14	Packing that product are good	Misinformation (Error Number agreement)
15	That tree are higher than	Misinformation (Error Number
	my house	agreement)
16	Yesterday she is here	Misinformation (tense)
17	Dena and vina are brothers	Misinformation ()Error in gender agreement
18 19	I am look at the board. I was forget	Addition (Unnecessary verb) Addition (Unnecessary verb)

After analyzing the data, the writer found 15 errors in using copular verbs. It consist of 13 errrors in omission. The data showed there many sentences which have not fulfill a sentence identity or in another word ungrammatical sentence. Freshmen are fail to apply the copular verb as the element which connect the subject to its subject complement. The big possibilities of this event is caused by language interfere. Freshman are usual not usu copula between subject and subject complement. So they delete that part. It seems this errors are the mostly occur. The next type of error is misinformation. It was found four errors of misinformation. Two of them show the error in number agreement. The copula 'be' that was ised are not suitable with the subject. Inn sentence 14 the subject is in singular, but copula is for the plural subject. It can be cuase by differnet gramaticalsystem of the freshemen that is In Indonesian there are no rule for either singular or plural person with the suitbale copula. Then, misinform appear in tense. 'yesterday' is a time word to show the day before today. In English, then tense apply for this form. If the time show the past, so the copula should be in the past form. The last

minsinofrmation is in gender agreement. Brothers are noun that show masculinity. In Indonesia dena and vina identically show that heye are girls. So to replace it with the correct word is sister not brothers. The other error is addition. It showed by sentence number 18 and 19. In 18 and 19 the copula comes with a verb. It shoud be deleted one of them. For 18 and 19they don't need to use copula with those main verbs.

Conclusion

Frequently freshmen or students in the first grade in the university still forget how to make a well-formed sentence while they had learned English since they were in elementary school. But the use of copula is the basic learning of English is frequently assumed as an important thing. Mostly students don't pay attention to simple case. However, the level of English subject which will be taken by the freshman should notice the freshman ability. It will be better to give more practice to them how to write sentences in a good order. Knowing this research finding, the writer hopes tht the English learning process for freshman will be better ann without avoiding the grammatical rules.

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