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PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *JIGSAW* TERHADAP MOTIVASI BELAJAR DAN HASIL BELAJAR KOGNITIF SISWA PADA PELAJARAN BIOLOGI DI SMA MUHAMMADIYAH 4 KOTA BENGKULU (*Meti Herlina dan Een Yulia Destri*)

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AN ANALYSIS OF COPULA OMISSION IN STUDENTS' TRANSLATION

By

¹⁾ Sinarman Jaya

²⁾ Wahyudi Badri

¹⁾ Lecturer of English Study Program of Muhammadiyah University of Bengkulu

²⁾ Language Center of Muhammadiyah University of Bengkulu

Abstract

The objective of the research is to investigate about types of Copula Omission made by English Language Education Study Program Students in Translation. This research used descriptive design. The population in this research is 108 students at the fourth semester of the English Language Education Study Program of UMB. The sample which was taken for this research is 50 % from population so there were 54 respondents who participated for this research. The instrument that used in this research are; 1). Video recording which is used to record students when they are translating the text, and 2) observation checklist which is used to know types of copula omission are used by English students when translating the Indonesian Text into English. In collecting the data, the researcher did the following steps in order to get the data: 1) The researcher made appointment with the students; 2) The researcher came to the classroom where the students are stayed; 3) The researcher explained to the students about researcher's purpose of coming to that classroom; 4) The researcher gave the Indonesian text to be translated by them; 5) The researcher asked students to translate the text; 6) The researcher marked types of omission those are used by students in their Translation through checklist table; 7) The researcher recorded students when they are translating the text; 8) The researcher got the data. In analyzing the data the researcher did some following steps: 1) The researcher checked the data that were collected; 2) The researcher classified types of copula omission used by students in their translation; 3) The researcher analyzed the data based by using percentage formula to see which of the copula that frequently omitted by the students. The result showed that there are some copula omitted by the students in translating the Indonesian text into English. The type of copula omission will be described in each class of the students. The copula omission are in the term of present copula *am*, *is*, *are* and in past copula *was* and *were*. It can be concluded that: The form of copula omitted by the students are both in present tense *is*, *am*, *are*; and past tense use of copula *was* and *were*; and the copula *is* became the most dominant copula that omitted by the students in their translation from Indonesia into English text. The less dominant of copulas omitted by the students were coupla *am* and *were*.

Key words: *copula, copula omission, grammatical translation*

1. Introduction

Language can be learned in many ways. One of the ways is by translating the language into target language. For any modern language, translation is considered a no-no, although you will not be able to avoid it at times. Consider the following expression in English – "to be in a pickle." If you were to translate this word for word into another language it would be non-sensical. This may be an extreme example but the point is to understand that other languages say things in other ways and do NOT mirror English vocabulary or structures.

Translation, can be defined as changing the sentences or a text into from source language into target language another language in the way that the author intended the text. Common sense tells us that this ought to be simple, as one ought to be able to say something as well in one language as in another.

Translating a source language into target language is not an easy work because there are many aspects that should be understood by the translator or learners. One of the aspects is copula. According to Alshayban (2012), copula is defined as an intransitive verb that links a subject to a noun phrase, an adjective or any

in past copula *was* and *were*. The description can be seen in tables as follows.

Table 1. The Copula Omission Made by A Class

No	Copula Omission	Frequency	Percentage
1	Is	10	31.3%
2	Am	2	6.3%
3	Are	13	40.6%
4	Was	6	18.7%
5	Were	1	3.1%
	Total	32	100%

From the data in the table above, it can be seen that copula *are* becomes the most frequently omitted by the students of the VIA class in their translation with 40.6%. It is followed by copula *is* with 31.3%. The third position is the percentage of copula *was* with 18.7%. Next position is the copula *am* with 6.3%, and the last is copula *were* with 3.1% omitted by the students in their translation products.

Table 2. The Copula Omission Made by B Class

No	Copula Omission	Frequency	Percentage
1	Is	11	30.5%
2	Am	3	8.3%
3	Are	12	33.3%
4	Was	7	19.4%
5	Were	3	8.3%
	Total	36	100%

The table above showed that copula *are* becomes the most frequently omitted by the students of the VIB class in their translation with 33.3%; then, copula *is* with 30.5%. The next position is the percentage of copula *was* with 19.4%. after that is the copula *am* with 8.3%, and the last is copula *were* with 8.3% omitted by the students in their translation products.

Table 3. The Copula Omission Made by C Class

No	Copula Omission	Frequency	Percentage
1	Is	13	18.4%
2	Am	0	14.9%
3	Are	4	16.7%
4	Was	2	30.7%
5	Were	1	19.3%
	Total	20	100%

Table 3 shows that copula *is* becomes the most frequently omitted by the students in their translation with 65%. It is followed by copula *are* with 20%. After that is the percentage of copula *was* with 10%. The last is the copula *wer* with 5%% omitted by the students in their translation products.

Table 4. The Copula Omission Made by All Classes

No	Copula Omission	Frequency	Percentage
1	Is	34	38.6%
2	Am	5	5.7%
3	Are	29	32.9%
4	Was	15	17%
5	Were	5	5.7%
	Total	88	100%

Over all the data in the table above showed that copula *is* becomes the most frequently omitted by the students of the sixth semester student in their translation with 38.6%. It is followed by copula *are* with 32.9%. The third position is the percentage of copula *was* with 17%. Next position is the copula *am* with 5.7%, and the last is copula *were* with 5.7% omitted by the students in their translation products.

Discussion

After finding the results of data analysis, the researcher would like to discuss them in detail as follows.

Copula omission made by the students at the sixth semester of English Education Study Program of Muhammadiyah University of Bengkulu are described below.

a. Copula Omission *is*

Copula *is* becomes the most dominant copula that was omitted by the students because this copula is also dominant found in their translation product. A copula *is* often a verb or a verb-like word, though this is not universally the case. In the case of English, this is the verb to be.

The omission can be seen in the examples below.

1. *He can even make dinner when my mother outside.* In this sentence the

other constituent that expresses the predicate. For example: The girl *is* working. Here, *is* is the copula. Verb less sentences are considered to be one of the unique aspects of the English language syntax. The verb less sentence can be defined as a sentence with the absence of an explicit verbal copula in the present tense.

The source language and target language are sometimes different in the formula that they have. This is the cause why translation is not easy for students. For example, in Bahasa Indonesia *Dia sedang bermain*, in English there is no definition of *sedang*, but it can be understood when the sentence is *She is playing*. However, sometimes the students do not put the verb *be* when they translate the text from bahasa Indonesia into English. Here, this is caused by the students omitted copula *be*.

A copula is a word used to link the subject of a sentence with a predicate (a subject complement), such as the word *is* in the sentence. While, copula omission is the situation when the students omitted the word that links the subject with the predicate.

Based on Alshayban (2012) who conducted the research about copula omission, it is found to be one of the major and most frequent errors that Arab EFL learners. The results of this study revealed that the participants made errors by deleting the English copula. The statistical analysis showed that the copula omission was more frequent in the present and past tenses.

In the preliminary study which has been done some times ago, the researcher found that some students did not know about copula omission. The students also said that they never learnt about copula omission in the previous semester, and the students also said that a name of "copula omission" was the strange thing for them.

The objective of the research is to investigate about Copula Omission made by English Language Education Study Program Students in Translation.

2. Methodology

This research used descriptive design. According to Fraenkel and Norman (1993), descriptive design is method conversing some possibility to solve actual problem with transcription the data, to code the data, identifying and making conclusion. It means

that the researcher will analyze and describes about types of Copula Omission are used by English Language Education Study Program Students in Translation of Muhammadiyah University of Bengkulu in academic year 2016/2017.

In analyzing the data the researcher did some following steps.

1. The researcher checked the data that were collected.
2. The researcher classified types of copula omission used by students in their translation.
3. The researcher analyzed the data based by using percentage formula to see which of the copula that frequently omitted by the students. The formula is:
 $P = f/n$
 P = percentage
 f = frequency of copula omission
 N = total number of copula omission
4. The researcher interpreted the results.

3. Findings and Discussion

Findings

As stated in the previous chapter, the data of this research are taken from students' translation of Indonesian text into English. The data were taken from 54 students from 3 classes of the sixth semester of English Education Study Program of UMB. The texts given to the respondents were about daily activities, social media, favorite actor/actrees, and experiences.

In this research, the researcher took the data in line with the form of copula '*be*' that connects the subject of a sentence with a predicate. There are three forms of copula '*be*' for present tense namely '*am*', '*is*' for the third person singular subjects and '*are*' for plural ones as well as '*you*'. As for the past tense form '*was*' is used for singular subjects (*I, he, she, it*) while '*were*' is for plural subjects (*you, we, they*) including '*you*' in the form of second person singular.

After analyzing the data that had been collected, the researcher found that there are some copula omitted by the students in translating the Indonesian text into English. The type of copula omission will be described in each class of the students. The copula omission are in the term of present copula *am, is, are* and

copula *is* is omitted by the student. The correct sentence should be *He can even make dinner when my mother is outside.*

2. *Long Beach located in a strategic area of Bengkulu Tourism.* The correct sentence should be *Long Beach is located in a strategic area of Bengkulu Tourism.*

b. Copula omission *are*

The copula *are* is on the second dominant that omitted by the students. They are described in examples below.

Examples

1. *In facebook, the students be able to chat with foreigners...* this sentence is incorrect because the copula is incorrect. The copula that should be put here is copula *are*. So the sentence should become *In facebook, the students are able to chat with foreigners.*
2. *Advantages of instagram is a photo beautify access.* The copula used in this sentence is incorrect, the appropriate one should be *are*. So the sentence should be *Advantages of instagram are photo beautify access.*

c. Copula Omission *was*

Copula *was* becomes the third dominant omitted by the students. It is shown in their translation in the term of experience type of translation.

Below is the example and explanation of the copula omission made by the students in line with the copula *was*.

Example

1. *At that moment I realized that my hand is broken.* This sentence is incorrect because it uses incorrect copula. The appropriate coupla that the student shoud use is copula *was*. The sentence should be *At that moment I realized that my hand was broken.*
2. *After my third grade of Junior High School I very scared.* this sentence does not have coupla *was*. The correct sentence should be *After my third grade of Junior High School I was very scared.*

- d. Copula omission *am*
The copula *am* becomes the fourth position omitted by the students in their translation product. The omission of this type of copula can be seen in the examples below.

Examples

1. *Now facebook is use by many people, and I the one of them.* In this sentence, the student omitted the copula *am*. The sentence should be *Now facebook is use by many people, and I am the one of them.*
2. *After I visit my grandmother house, now I come home.* This sentence does not have correct copula. The copula tat is omitted here is copula *am*. The sentence should be *After I visit my grandmother house, now I am coming home.*

e. Copula omission *were*

This type of copula is the least omitted by the students. The examples are as follows.

Examples

1. *Many good things are coming toward me.* Because of this sentence is found in the past event (experience), the copula *are* is not appropriate. The correct sentence should be *Many good things were coming toward me.*
2. *The zoo was very crowded. There are many traders.* This sentence is incorrect because it uses incorrect coupla. The correct one should be *There were many traders*

Copula is very important thing to consider in translating text form Indonesia into English. Without using correct copula or omitting the copula, the students' sentence in translation cannot be understand wel by the readers. According Khalib (2002), a copula is a word that is used to link the subject of a sentence with a predicate (a subject complement or an adverbial). Though it might not itself express any action or condition, in the English grammatical system, the form of copula 'be' is crucial in a sentence to connect the subject of a sentence with a predicate. There are three forms of copula 'be' for present tense namely 'am', 'is' for the third person singular subjects and

'are' for plural ones as well as 'you'. As for the past tense form 'was' is used for singular subjects (I, he, she, it) while 'were' is for plural subjects (you, we, they) including 'you' in the form of second person singular.

According to Ferry et al. (2014), translating from Indonesian into English is not an easy task. Indonesian used more loosely than English to express ideas. By loosely, it means that the use of Indonesian often violates the rules outlined by Tata Bahasa Indonesia Baku. This even occurs in its written form, where the language should actually be formal following all the rules. As a result, an Indonesian text must oftentimes be edited first before being translated into English.

They add that one of the problems in translating Indonesia text into English is in the term of Problems at the sentential level. At this level, problems are usually concerned with loose sentence construction, meaning that it does not follow the rules prescribed by Tata Bahasa Indonesia Baku with regards to use of predicate, conjunctions, etc.

4. Conclusion

After finding the result of this research, the researcher would like to conclude that:

1. The copula omitted by the students are both in present tense *is*, *am*, *are*; and past tense use of copula *was* and *were*.
2. The copula *is* became the most dominant copula that omitted by the students in their translation from Indonesia into English text. The less dominant of couplas omitted by the students were coupla *am* and *were*.

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