

Students' Competence in Using Causative Verb (Case Study to the Fifth Semester Students of English Department at UMMU)

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Abstract: Learning English, especially grammar, is very difficult because grammar has confusing rules to learn. Many students even have problems using causative verb, especially in make, have and get causative sections. Therefore, this study aims to find out how well the students' abilities in using causative verb. The method used in this study is descriptive qualitative research method. This method tends to analyze data inductive. Besides that, the instrument that used by the researcher was question sheet. The researcher used multiple choice to know the students' competence in using causative verb. The results of this study indicate that the competences of students of Muhammadiyah University is in the very low category, it can be seen from the students test results, that is 13,3 %. It is hoped that the study will be useful theoretically for researchers and learners and practically for teachers and syllabus designers.

Keywords. *Students, Competence, Causative verb*

I. INTRODUCTION

In order to understand English, there are some significant aspects to be learned, one of them is grammar. Grammar concerns the principles of constructing acceptable formation of words, phrases, and sentences as well as the principles of interpreting the meaning (Radford, 2002:1). One example of grammar is learning how to produce a sentence in different sequence of time, whether in past, present or future which is learned in the level of high school curriculum. However, grammar which is taught in the level of university, especially in English Department, faculty of Education Muhammadiyah University of North Maluku (UMMU) will be more complex such as learning how to make a noun phrase, how to use and distinguish certain auxiliaries, and how to understand the deep structure of a sentence including how to use causative verb *make*, *have*, and *get*.

The term 'causative' refers to causal relationship between alternative version of a sentence (Cristal, 2008: 70). Although causative verb has a similar purpose, they have differences in the usage. Causative *make* includes a sense of 'forcing' someone to do something; causative *have* includes a sense of 'request', and causative *get* includes a sense of 'persuade' in its use (Azar, 1999: 339).

Based on the exercise given by the researcher to the fifth semester students of UMMU on November 12, 2020 about constructing sentences in general, the researcher found that the biggest difficulties that most of the students had was the use of passive and active causative as well as how to use *make*, *have*, *get* correctly in a sentence. For example, the students were asked to fill the blank with active or passive causative. The question is: I don't know why this class is always

so dirty. It (clean) _____ every morning. The right answer of the question is *gets cleaned*. However, some students did not pay attention to the instruction that they answered it with regular passive sentence, *has been cleaned*.

As it is shown in the example, *make*, *have*, and *get* causatives deal with the formulation of active and passive sentence. It is important for students to learn the construction of active and passive causative due to their different formulation with the passive voice and their different interpretations in meaning. The students also need to master causative *make*, *have*, *get* for its benefit of language use in daily life.

It is a fact that the use of causative verb is one of the most difficulty for English learners in constructing sentence. It is proven by Kristi (2003) in her research to the third-grade students of SMK Dharma Paramitha Yogyakarta. The findings were students were found difficulty in answering the questions related to causative verb. The results were two students got an A, three students got B, ten students got C, and five students got D. The object of errors that the students did were they had difficulties on the structure, such as putting the major constituent in the appropriate order, making grammatical sentences, differentiating *get* and *have* as causative verbs, and understanding English tenses. Kristi also found out the causes of the problems in understanding causatives which were: 1) the source of the material, 2) the choice of the material itself and the style of presentation, and 3) forgetful learners.

Therefore, in order to improve the fifth semester students' understanding about causatives, this research is aimed to find out the students' competence in using causative verb. There are several researchers' hypotheses on how the errors can happen, and one of them is the different process of second language learning that the students have been through. It is known that most people, no matter what their first language is, learn English structure in a fairly set order (Dulay, Burt, and Krashen, 1982: 5).

The reason behind choosing fifth semester students of English Education Department as the sample of the study was because of the consideration that they have learned about the Structure subjects, including causatives by limiting the causative verb in three kinds only; *make*, *get*, and *have*.

II. METHODS

This is a descriptive research with a qualitative approach that requires direct information from informants about the state of the subject and the object of research to be studied. The subjects of the research are 15 of the fifth semester students of English Education Department, Faculty of Education, Muhammadiyah University of North Maluku. A question sheet was an instrument and the results of the test were used as data collection to measure the validity and reliability of students' comprehension towards material. Davies (2000:171) asserts that the purpose behind English language tests is to gather reliable evidence of what learners can do in English. The data was analyzed by checking or correcting the student's answer sheet and giving the student's score. Scoring system of the test was given score five to each correct answer and zero to the wrong answer. Then the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.

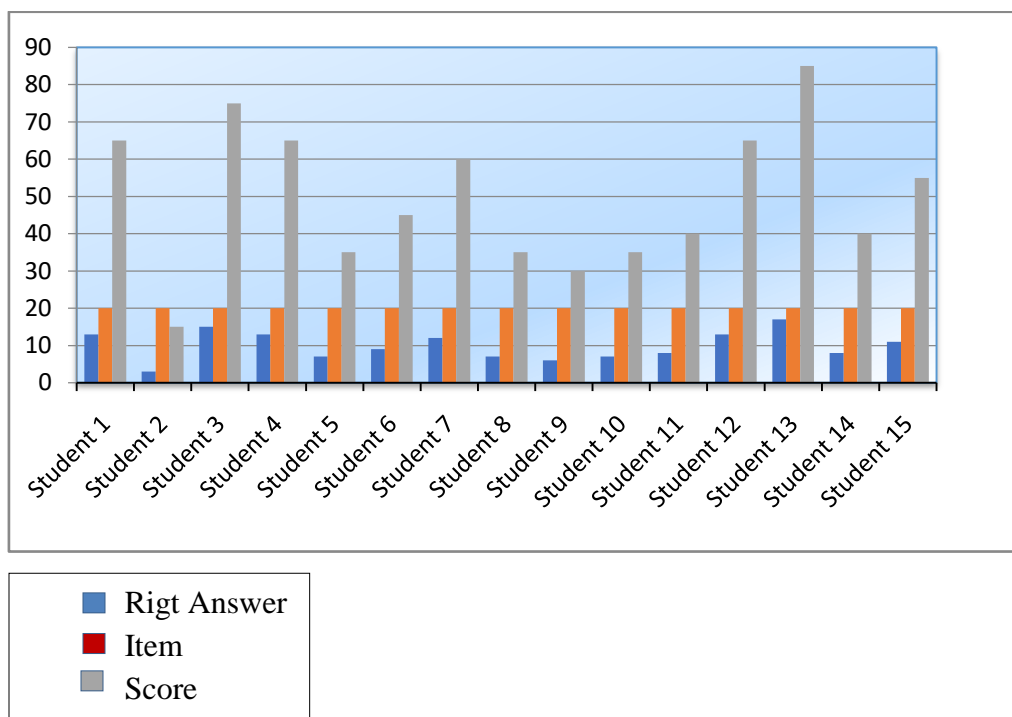
$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total Test Item}} \times 100$$

Table1 the Data Interpretation

Score	Category
85 - 100	Excellent
71 – 84	Good
61 - 70	Average
51 - 60	Poor

*Taken from Academic UMMU***III. RESEARCH RESULTS**

The test is given to students in the fifth semester of English department at UMMU on January 11th, 2021 in the form of multiple choices that will be done by students according to the time determined by English subject in one meeting.

Chart 1 the Result of students' competence in using causative verb.

The chart above shows that there were 2 students get score above 70 and there were 13 students get score below 70. The total score in the multiple-choice test is 745. The total percentage is a result from the total score divided by the number of the students. The total percentage in the multiple-choice test is 49,7. Therefore, it can be stated that students' competence in using causative verb of English department at UMMU is less good.

IV. DISCUSSION

Multiple choice test was used as an instrument and to calculate the percentage of students results. The test consists of 20 items and has four answer choices, that is A, B, C, and D with the classification of excellent 85-100, good 71-84, average 61-70, and less good 51-60.

Students 1, 4, and 12 answered 20 questions with 13 correct answers and 7 incorrect answers. Thus, the score presentation obtained by them is 65. It can be inferred that their scores are classified as average category. Student 2 answered 20 questions with 3 correct answers and 17 incorrect answers. Thus, the score presentation obtained by him is 15 and it can be said that this score is categorized as the poor category. Student 3 answered 20 questions with 15 correct answers and 5 incorrect answers. Thus, the score presentation obtained by her is 75 means that the score of student 3 is inferred as good category. Student 5, 8, and 10 answered 20 questions with 7 correct answers and 13 incorrect answers. Thus, the score presentation obtained these students is 35 so it can be said that the score of student 5, 8, and 10 are included as the poor category. Student 6 answered 20 questions with 9 correct answers and 11 incorrect answers. Thus, the score presentation obtained by him is 45 that is included in the poor category. Student 7 answered 20 questions with 12 correct answers and 8 incorrect answers. Thus, the score presentation obtained by her is 60 means that the score of student 7 is categorized as average. Student 9 answered 20 questions with 6 correct answers and 14 incorrect answers. Thus, the score presentation obtained by her is 30 so it can be said that the score of student 9 is inferred in the poor category. Student 11 and 14 answered 20 questions with 8 correct answers and 12 incorrect answers. Thus, the score presentation obtained by them is 40 so it can be said that the score of students 11 and 14 is included in the poor category. Student 13 answered 20 questions with 17 correct answers and 3 incorrect answers. Thus, the score presentation obtained by her is 85 so it can be said that the score of student 13 is classified as the excellent category. Student 15 answered 20 questions with 11 correct answers and 9 incorrect answers. Thus, the score presentation obtained by her is 55 which is categorized as the poor category.

Through the data, it was found that only one student achieved the highest score or had a very good level that is 85, which means that she was excellent in using causative verb. Besides, there was also 1 student had good score. She reached 75 points. It means that she was good in using causative verb in sentences. Other than that, there were 3 students had sufficient score in the test, which was 65. That score means that there are average in using causative verb. Meanwhile, 10 students had the poor category by reaching 15-60 points. This score is classified as less good in using causative verb.

After calculating the mean scores of all students, it is then adjusted to the standard academic criteria of UMMU. For those who get a score above 71 are declared as good, while students who get a score below 71 are declared as less. The percentage of students' competence in using causative verb according to academic standard of UMMU, there were 2 or 13,3% students who had competence in using causative verb, meanwhile 13 or 86,7% students had not competence in using causative verb because they have problems in differentiate between get and have causatives the same as examined by Gilquin (2003).

V. CONCLUSION

Students' competence in using causative verb to fifth semester of English department at UMMU are variety: (1) student got excellent score, there was 1 student in this level. (2) student

got good score, there was 1 student in this level. (3) students got average score, there were three students in this level. and (4) students got less good score, there were 10 students in this level. Dealing with the score that the students achieved, it can be inferred that the average of students' competence in using causative verb at the fifth semester of English department at UMMU is still low. Based on the results of this study, it could be suggested that: (1) teacher must be creative in teaching English, especially about causative verb, for example using game, (2) teacher must also provide encouragement and motivation to students to increase students' understanding in using causative verb, (3) students must be motivated and high curiosity about English to improve their writing and speaking skills using causative verb, (4) researchers hope so this study can be used as a reference for future research about causative verb, (5) After reading this thesis, the reader hopes to get information, knowledge, and advantages especially about the use kinds of causative verb.

VI. REFERENCES

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