

THE COMPREHENSION OF STUDENTS' ABILITY IN USING CAUSATIVE VERBS IN FOURTH SEMESTER OF ENGLISH LITERATURE PROGRAM, USU

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Abstract

The causative verb is one of a lesson that is discussed in grammar. Learning grammar has never been easy for anyone because of its complexity. The same thing goes for learning causative verbs. It can be both easy and challenging at the same time because sometimes the usage of causative verbs can be confusing. This study was meant to find out how well the ability of the students of the University of Sumatera Utara in the English Department in understanding and applying causative verbs. The method used in this research is the quantitative method. Google Forms is used in this research as the instrument of the research in multiple choices forms. The result is needed to find out the ability of the students to perform causative verbs. The results of this research show that the ability of students of the University of Sumatera Utara in the English Department is in the upper middle category, which is shown from the student's test results, which is 68%. This research is expected that it will be useful for researchers, students, and teachers in understanding causative verbs.

Keywords: *Causative verb, students, Competence, Ability.*

Introduction

In learning English there are several important things that must be considered. Every language has certain rules regarding the rules of use in writing sentences. In English, we know the term "Grammar" where Grammar is a collection of structured rules that will govern the arrangement of sentences, words, and phrases in English. As said by (Lado, 1977:141) as the study of rules that are claimed to tell the students what should and should not say in order to speak the language of the socially educated class. The use of grammar is very important for anyone who wants to continue studying abroad. They are required to take an English test which we usually call TOEFL, IELTS, or ESSAY. One example of the use of grammar that is very commonly known by many people is the use of tenses. Tenses are changes in the form of verbs based on information about time, the nature of activities, and events. Tenses are generally divided into 4 namely Present tense, Past Tense, Future Tense, and Past Future. Then these 4 tenses are divided again according to the nature of the incident. Grammar taught at the North Sumatra University campus will be more complete if grammar material is taught such as the use of part of speech, Verb Phrases, and the use of other grammatical structures including the use of Causative Verb Let, Make, Have, Get.

Based on the International Journal of Humanities, Art and Social Studies (IJHAS), Vol. 7, No.4, November 2022, The causative is traditionally divided into lexical causative and grammatical causative. Simple transitive verbs with a «causate» component and, in some cases, morphologically derived causative verbs that are formed using unproductive and irregular morphological means, belong to the lexical causative. Morphological causatives (synthetic) and syntactic (analytical) causatives form a class of grammatical causatives. The term use of causative verbs in grammar shows that someone or something is indirectly responsible for an action. The subject doesn't perform the action itself but causes someone or something else to do it instead. Pinker, (1988)

The researcher discovered that the use of passive and active causative, as well as knowing how to use make, have and get correctly in a sentence, were the biggest challenges for the majority of the students based on the exercise that was given for the fourth-semester English department students on May 23rd, 2023, about sentence construction in general. For example, the students were asked to fill the blank with active or passive causative. The question is: Theya forgets to bring her glasses so she had somebody the announcement. The right answer to the question is read. However, some students did not pay attention to the instruction they answered it with regular active sentences, read.

This paper explains the connection between causative verbs and active and passive sentences. The results of the students' exercise show that the student's competence in understanding causative verbs is improved. The goal of this paper is to find out the student's University of Sumatera Utara in the English Department competence and improve their ability in understanding causative verbs.

The researchers chose the students from the University of Sumatera Utara in the English Department specifically in the fourth semester because of the consideration that the students have learned grammar including causative verbs material.

Methods

This is a descriptive study using a quantitative methodology that depends on direct information from informants regarding the subject and the research topic. The study's participants are fourth-semester English Education Department students from the University of North Sumatra. A question sheet served as an instrument, and the test's outcomes were used to collect data to assess the accuracy and dependability of the student's understanding of the subject matter. According to Davies (2000:171), the goal of English language exams is to compile solid proof of the abilities of students in the language. In order to examine the data, the student's answer sheet was checked or corrected, and the student's score was provided.

The test's scoring system assigned a score of five to each correct response and a score of zero to each incorrect response. The highest score was 100 as a result of multiplying the total number of right answers by the number of test items.

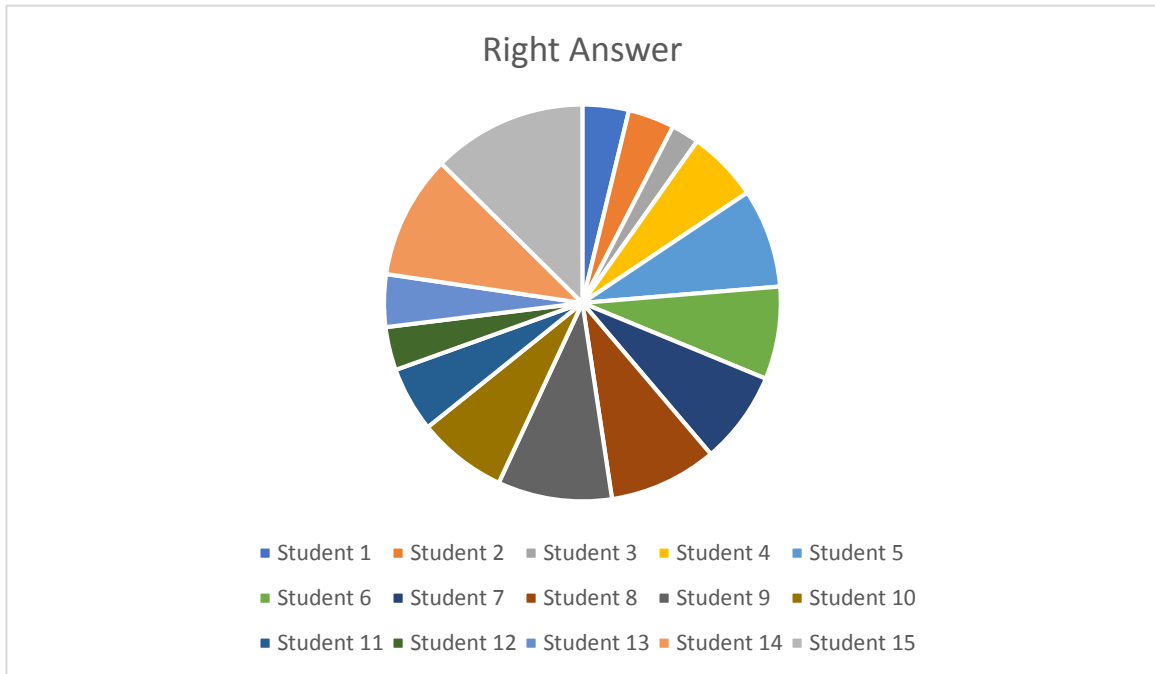
$$score = \frac{correct\ answer}{total\ test\ item} \times 100$$

Table 1. The test's scoring system

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

Result and Discussion

The test, which is given to students in the fourth semester of the English department at USU, is multiple choice, and it must be completed by the students in one sitting on May 23rd, 2023, according to the time allotted by the English subject.



Picture 1. Result Test

According to the pie above, 4 students received a score below 70, while 8 students received a score above 70. The multiple-choice test has a maximum possible score of 1500. The total percentage is calculated by dividing the total score by the number of pupils. The multiple-choice test's overall percentage is 150%. As a result, it may be said that USU's English department students have less proficiency in employing causative verbs.

This percentage of this ability was used by multiple choice that has 10 questions. This paper also used 4 options: A, B, C, and D. And then with the classification of excellent 85-100, good 71-84, average 61-70, and less good 51-60.

Students 5, 6, 7, 8, 9, 10, 14, and 15 answered 10 questions with 8 correct answers and 2 incorrect answers. Thus, the score presentation obtained by them is 84. It can be inferred that their scores are classified as a good category.

Students 1 and 2 answered 10 questions with 7 correct answers and 3 incorrect answers. Thus, the score presentation obtained by him is 75 and it can be said that this score is categorized as the good category.

Students 4 and 11 answered 10 questions with 6 correct answers and 4 incorrect answers. Thus, the score presentation obtained by her is 65 means that the score of students 4 and 11 is inferred as an average category.

Students 12 and 13 answered 10 questions with 5 correct answers and 5 incorrect answers. Thus, the score presentation obtained by these students is 58 so it can be said that the score of students 12 and 13 are included in the poor category.

Student 3 answered 10 questions with 5 correct answers and 5 incorrect answers. Thus, the score presentation obtained by him is 51 which is included in the poor category.

It indicates that some of the students were proficient at effectively using causative verbs in phrases. In addition to that, 2 students received test scores of 65 or above, which were deemed sufficient. That result indicates that your use of the causative verb is average. Two pupils performed well but are rated as having less proficiency with causal verbs. The mean scores of all students are computed, and they are then

modified to meet USU's required academic standards. Students who receive a score of at least 71 are considered good, while those who have a score of less than 71 are considered less. According to USU academic standards, 8 students, or 72% of the class, were proficient users of causative verbs, while 3 students, or 17% of the class, were not proficient users of causative verbs because they struggled to distinguish between get and have causatives, as was found by Gilquin (2003).

Conclusion

Based on the research, there are 15 students become data in this journal. This researcher discovered that the use of passive and active causative, as well as knowing how to use make, have, and, get correctly in sentence where the biggest challenges for the students to event. According to the result, some of the student were proficient at effectively using causative verbs in phrases. The detailed score 1 student got score 51, 2 students got score 58,2 students got 65,2 students got 75 and 8 students got score 84. It shows that the average of students ability is 74,6.

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