

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

To present the data, the writer collects the data first. In order to know the data about the students, the writer holds the test to find out the students' ability in using the causative verb.

The writer conducts a written test to the sixth semester students of English Department at Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin in academic year 2015/2016. On February 8th 2016, the test had been performed for about 40 minutes at their own classes.

This is the description about the sixth semester students' ability on using the causative verb at English Department of Tarbiyah and Teachers Training Faculty IAIN Antasari Banjarmasin in Academic year 2015/2016.

#### **1. The Sixth Semester Students' Ability on Using The Causative verb at English Department of Tarbiyah and Teachers Training Faculty At IAIN Antasari Banjarmasin In Academic Year 2015/2016.**

To know more about the sixth semester students ability in using the causative verb at English Department of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin academic year 2015/2016, it can be seen in the following table :

**Table 4.1. The Test Result of the Sixth Semester Students' Ability on Using the Causative Verb at English Department of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin in Academic year 2015/2016.**

No	Students' Number	Score
1	1	85
2	2	75
3	3	70
4	4	85
5	5	80
6	6	72,5
7	7	65
8	8	82,5
9	9	92,5
10	10	62,5
11	11	77,5
12	12	80
13	13	67,5
14	14	57,5
15	15	55
16	16	72,5
17	17	40
18	18	62,5
19	19	55
20	20	65
21	21	37,5
22	22	55
23	23	55
24	24	80
25	25	55
26	26	40
27	27	40
28	28	37,5
29	29	67,5
30	30	52,5
31	31	25
32	32	45
33	33	37,5
34	34	72,5
35	35	45
36	36	45

*Table continued*

No	Student's Number	Score
37	37	70
38	38	45
39	39	47,5
40	40	47,5
<b>Total Score</b>		<b>2402,5</b>
<b>Average</b>		<b>60,06</b>
<b>The lowest score</b>		<b>25</b>
<b>The highest score</b>		<b>92,5</b>

According to the table above, we can count the mean score using the formula below :

M = Mean Score

$\sum X$  = Accumulative Score

N = Number of respondents

$$M = \frac{\sum X}{N}$$

$$M = \frac{2402,5}{40}$$

$$M = 60,06$$

The writer categorizes the score as follows :

80 – 100 : Excellent

70 – <80 : Good

60 – <70 : Fair (60,06)

50 – <60 : Low

0 – <50 : Verry Low

The following table shows us the score category of the sixth semester students' ability in using the causative verb at English Department of Tarbiyah and Teachers Training Faculty IAIN Antasari Banjarmasin in academic year 2015/2016.

**Table 4.2. The frequency distribution of the the Sixth Semester Students' Ability on Using the Causative verb at English Department of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin in Academic Year 2015/2016**

No	Category	Score	Frequency	Percentage
1	Excellent	80 – 100	7	17,5
2	Good	70 – <80	7	17,5
3	Fair	60 – <70	6	15
4	Low	50 – <60	7	17,5
5	Very low	0 – <50	13	32,5
<b>Total</b>			<b>40</b>	<b>100</b>

According to the table above data distribution of the score category of the sixth semester students' ability on using the causative verb at English Department of Tarbiyah and Teachers Training Faculty IAIN Antasari Banjarmasin in academic year 2015/2016, it could be seen that there are 13 students (32,5%) get the score 0 - < 50 (very low category), 7 students (17,5%) who get the score 50 - <60 (low category), 6 students (15%) who get the score 60 - < 70 (fair category), 7 students (17,5 %) who get score 70 - <80 (good category) and 7 students (17,5 %) are in excellent category who get score 80 – 100, and the total score is 2402,5 of 40 students. The mean score is 60.06 shows that the students' ability in using the causative verb at English

Department of Tarbiyah and Teachers Training Faculty academic year 2015/2016 is categorized into *fair* category.

**2. Description About the Most Difficulties of the Causative Verb of the Sixth Semester Students of English Department at IAIN Antasari Banjarmasin in Academic year 2015/2016.**

After analyzing all the test the writer found that there are 12 items test from 40 items test that frequently error done by the students up to 20 people from 40 students. The standard to determine the students error or not is if they make error in the item more than 20 students.

To better understand about the most difficulties causative verb for the students to master, the writer presented the data based on the test result by writing all most students' errors of the test. The data is shown on the following table :

**Table 4.3. Students' Errors in using Causative verb**

No	Item Number	Question	Options	Mostly answered by students	key
1	2	the teacher had everyone ..... a story about a special childhood experience.	a. to write b. wrote c. write d. has written	To Write	Write
2	4	Ferdi got a competent mechanic ..... his SUV car this morning.	a. repairing b. repaired c. repaire d. To repaire	Repaire	To repaire

*Table Continued*

No	Item number	Question	Options	Mostly answered by students	key
3	5	They have their trash ..... out today.	a. Take b. Taken c. Taking d. To take	Take	Taken
4	7	The teacher made the students ..... quietly in the class.	a. Work b. Worked c. Working d. To work	Worked	Work
5	8	“how can you determine students’ ability in writing ?” “for a start, have the students ..... a five hundred-word essay”.	a. Write b. Wrote c. Writing d. To write	To write	write
6	14	We had our landlord ..... the broken window.	a. To fix b. Fixing c. Fixed d. Fix	Fixed	Fix
7	25	Where did you get your car ..... ?	a. To repair b. Repaire c. Repaired d. Repairin g	Repaire	Repaire d
8	28	Mario gets his house .....	a. Renovat e b. To renovate c. Renovat ed d. Renovati ng	Renovate	Renova ted

*Table Continued*

<b>No</b>	<b>Item number</b>	<b>Question</b>	<b>Options</b>	<b>Mostly answered by students</b>	<b>key</b>
9	30	We have the work ..... on time.	a. Finished b. Finish c. To finish d. Finishin g	Finish	Finishe d
10	33	Instead of buying a new bicycle, why don't you have your old one ..... ?	a. To fix b. Fixing c. Fixed d. Fixes	To fix	Fixed
11	35	He will Assist me ..... my job.	a. To do b. Do c. Doing d. Done	Doing	To do
12	39	We need to have our computer ..... out for viruses.	a. Check b. To check c. Checked d. Has checked	Check	Checke d

The following table shows the students' common error in using causative verb, the researcher presents the data based on the test result.

**Table 4.4. The Frequency Distribution of Students' Common Errors**

No	Item Number	Frequency	Percentage
1	2	24	60 %
2	4	27	67,5 %
3	5	22	55 %
4	7	23	57,5 %
5	8	23	57,5 %
6	14	32	80 %
7	25	24	60 %
8	28	20	50 %
9	30	22	55 %
10	33	25	62,5 %
11	35	26	65 %
12	39	28	70 %

There are 40 items of multiple choice test that used to know the students ability in using the causative verb with tenses. After testing the all items, there are some errors done by students such as number 2, 4, 5, 7, 8, 14, 25, 28, 30, 33, 35 and 39. Those are the most frequent error done by the students.

## **B. Discussion**

This subchapter is intended to discuss result of the data analysis and their interpretation which could be derived from the analysis. This part deals with the result of the score based on the test. It covers the ability in using the causative verb



and the most difficulties causative verb for the sixth semester students of English Department at IAIN Antasari Banjarmasin in academic year 2015/2016.

All the data obtained from the written test are reported in detail as the result of this research. Then the researcher needs to analyze the sixth semester students' ability on using causative verb at English Department of Tarbiyah and Teachers Training Faculty academic year 2015/2016, and the most difficulties causative verb for the sixth semester students of English Department at IAIN Antasari Banjarmasin in academic year 2015/2016.

**1. Description of the Ability Level of The Sixth Semester Students on Using The Causative verb at English Department of Tarbiyah and Teachers Training Faculty Academic Year 2015/2016.**

Based on the result of test and collecting the data, it is found that there are 13 students (32,5%) get the score 0 - < 50 (very low category), 7 students (17,5%) who get the score 50 - <60 (low category), 6 students (15%) who get the score 60 - < 70 (fair category), 7 students (17,5 %) who get score 70 - <80 (good category) and 7 students (17,5 %) are in excellent category who get score 80 – 100, and the total score is 2402,5 of 40 students. It could be categorized in **fair** category, because the mean score of total students is 60,06.

From the students answer in written test, the writer analyzed that the students error in answering the question influenced by their memory about the form of causative verb, many students did not remember the structure so that they can not

answer the questions appropriately, also they still can not distinguish the active and passive form so that they still confuse whether the answer is in bare infinitive, to-infinitive or in past participle form.

Based on the students' answer, the writer analyzed that many students still cannot distinguishing the active and passive form. It can be seen on table 4.8. for question number 5, 14, 30, and 39. In question number 5, the question is sentence with causative "have" in passive form, so that the verb followed is in past participle form, but the students mostly answer it with bare infinitive, it is because they can not distinguish the active and passive sentences, so that they confuse in choosing the option "taken (past participle)" or "take (bare infinitive)". There are 22 students wrong in answering this question, and 13 students answer it with option "take" which is bare infinitive. The same case with question number 30 and 39, the questions is in passive form, so that they should answer it with option in past participle form, but because the students still can not distinguish active and passive form, frequently they answer it with bare infinitive, but actually they should answer it with option in past participle form. Inversely, the question number 14, which is in active form, so that they should answer it with option in bare infinitive, but many students answer it with option in past participle form because they can not distinguish active and passive form.

For question number 2, 4, 8, 25, 28 and 33, in this case the students forget the rule, it can be seen on table 4.8. for question number 2, the students should choose the

option “write” because it is causative “had” in active form, but the students mostly answer it with option “to write” besides, causative “had” is require bare infinitive, not to-infinitive, but 12 students from 27 students who fail in this answer choose the option “to write” . actually the right answer is “write”. The same case with question number 4 and 8, the students still confuse whether the answer is bare infinitive or to-infinitive. For question number 25,28, and 33, this question is in passive form, so that they should answer it with option which is in past participle form, but the students mostly answer it with bare infinitive or to-infinitive which is unstructured because they forget the rule.

For question number 7, it is using causative “make” so that the answer is very clear using bare infinitive only, because causative make is only in active form and require bare infinitive.

Generally, the students still cannot distinguish active and passive form, and still confuse whether it is require bare infinitive, to-infinitive or in past participle form.

There are 7 students (17,5 %) in very high category, it is gave evidence that the lecturer was successfully learn it to the students, some students still can recall the knowledge that they have learned in the past. There are 13 students (32,5%) in very low category, the writer guess it is influenced by the students memory, they have forgotten the term of causative verb because the topic was learned by students on

their last semester, so that some students have forgotten the form of causative verb when they do the written test. The students low ability in using causative verb is also caused by their habit to use the simple form of sentences than using causative verb. For example they rather like say “my watch was repaired” than “I had my watch repaired”, they didn’t use causative verb in daily communication so that they can easily forgot the form. Also, learners do not learn structures one at a time, as Rutherford (1987) in Celce Murcia, says “it is not a matter of accumulating structural entities”. For example, the learners learn about definite article, and when it mastered, move on to the simple past tense. Because the sample of the research used random sampling, in which the sample was taken randomly, and students doesn’t have same capability in learning, there are slow learner that need more attention from the lecturer. As Kanna (2009) stated that slow learners should be given extra coaching and conselling”. Also, it can be influenced by the students’ motivation in learning English grammar, as Gardner (1985) states, “motivation and attitudes are the primary sources contributing to individual language learning”. Gardner has described the phenomenon of motivation as consisting of four components : a goal, effort, want, and attitudes toward the learning activity. The knowledge that the students learned will keep if there is an effort to save the knowledge they have learned with having practice with a friend or in real communication.

**2. The most difficulties of the causative verb of the sixth semester students of English Department at IAIN Antasari Banjarmasin in academic year 2015/2016.**

Based on the presented data on the previous subchapter about the most difficulties of the causative verb of the sixth semester students, the writer found that in multiple choice test there are 12 items that frequently error done by the students.

The question number 2, “The teacher had everyone \_\_\_\_\_ a story about a special childhood experience” there are 24 students from 40 students (60 %) fail in answering this question, the students do not answer with option “write” almost of them answer it with option “to write” they forget the rule of causative “had” is require the bare infinitive not to-infinitive.

The question number 4, “Ferdi got a competent mechanic \_\_\_\_\_ his SUV car this morning” in this number of the test, there are 27 students from 40 students ( 67,5 % ) have mistake in answering this question. Actually the students must answer the question with “to repair” because causative “Got” is require to-infinitive. But almost of them answer it with option “repaire” because they forget the rule of every single of causative verb so that they still can not distinguish the use of bare infinitive or to-infinitive.

There are 22 students from 40 students (55 %) fail in question number 5, “they have their trash \_\_\_\_\_ out today” for this item of the test, the students should chose the option “taken” because this item is passive causative, so the verb is require

past participle form, but almost of the students answer it with option “take” they only remember the rule if the causative “have” is require the bare infinitive or the simple form of verb, but in this item the sentence is in passive form, so that the verb used must in form of past participle.

The question number 7, “The teacher made the students \_\_\_\_\_ quietly in the class” for this item there are 23 students from 40 students ( 57,5 % ) false in answering the question, the students should answer with option “work” because this is the sentence of causative verb in active form. For causative make, there is no passive form so that they should only choose the option “work” but they forget the rule of the causative “make” that only in active form and require the bare infinitive or the simple form of verb, almost of them choose the option “worked” because they just see the word “made” which is in past form so that they choose the option in past form too.

The question number 8, “How can you determine students’ ability in writing ? for a start, have the students \_\_\_\_\_ a five-hundred-word essay.” In this number of the test, the causative “have” appeared before a person so that the right answer is “write” because the form is active causative, and for causative “have” require the bare infinitive or the simple form of a verb, but the students mostly answer this item with option “to write” . there are 23 students from 40 students ( 57,5 % ) fail in answering

this question, it happens because they have lack in mastery of the rule of causative verb.

There are 32 students from 40 students ( 80 % ) more than a half students fail in answering the question number 14, “ we had our landlord \_\_\_\_ the broken window” for this item, the students should choose the option “fix” in this item the form is in active form because the noun after the causative “had” is a person not a thing so that the verb following is in simple form of verb, not in past participle. But the students mostly choose the options “fixed” it happens because they still can not distinguish the active form or the passive form.

The question number 25, “where did you get your car \_\_\_\_ ?” for this item of the test , there are 24 students from 40 students (60 %) wrong in answering this question. The students should choose the options “repaired” or a verb in form of past participle because the sentence is in passive form so that the verb used is in past participle form, but the students mostly answer this question with option “repaire” it happens because they forget the rule if the object after the causative verb is thing not a person, it means the sentence is in passive form and the verb used is in past participle form.

There are 20 students (50 %) from 40 students or about a half students make mistake in answer the question number 28, “Mario gets his house \_\_\_\_\_” is also like

number 25, some of the students did not choose the option “renovated” almost of them choose “renovate” instead. It happens because they still can not distinguish active form or passive form so that they do not know should answer with a verb in simple form or past participle form.

The question number 30, “we have the work\_\_\_ on time” actually is an easy question, they make mistake in answering this question because they forget the rule about the active form and passive form, so that they did not choose the option “finished” instead “finish” if they remember the form, they will not make mistake in choosing the right answer. However, 22 students from 40 students or about 55 % fail in this question.

There are 25 students from 40 students ( 62,5%) fail in question number 33, “instead of buying a new bicycle, why don’t you have your old one \_\_\_ ?” in this item, the phrase “your old one” is refer to the bicycle , the bicycle is a thing, if an object after the causative verb is a thing, it is clear that it is in passive form, so that the verb used properly in past participle form, but the students mostly choose the option “to fix” because they are not accurate in analyzing the kind of the causative verb, either in active form or in passive form, either it is use bare infinitive or to-infinitive.



The question number 35, "he will assist me \_\_\_\_ my job" assist is causative verb that require to-infinitive so that the verb used is to-infinitive, the right answer is "to do" but the students mostly chose the option "doing" because they have lack mastery on structure sentence. There are 26 students from 40 students ( 65 % ) make mistake in answer this question.

The question number 39, "we need to have our computer \_\_\_\_\_ out for viruses" this is the mistake that often done by the students, they mostly answer with option "check" whereas the right answer is "checked" because it is the sentence in passive form but the students still can not confuse in distinguish the rule of active causative and passive causative. There are 28 students from 40 students ( 70 % ) fail in this question.

Generally, the errors done by the students in doing 12 numbers of questions of the causative verb happens because the students have less understanding about the kind of the causative verb and their rules well. From 12 numbers of questions above the errors done by the students mostly in doing passive causative form, it happens because the students still confuse the rule of passive form of causative sentences. The writer can conclude from the explanation above that the causative verb is still difficult for students to master.

After all the obtained data presented in finding, as result of this research, then they also need to be analyzed and reported systematically based on the statement of the problem. It is about the sixth semester students' ability on using causative verb at English Department of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin in academic year 2015/2016 and the most difficulties causative verb for the students at English Department of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin in academic year 2015/2016.

From finding above, it can be known that the sixth semester students' ability on using causative verb at English Department of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin in academic year 2015/2016 is in fair category because the mean score of total students is 60,06.

Based on the discussion before also is known that the most difficulties causative verb for sixth semester students at English Department of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin in academic year 2015/2016 is passive causative verb.

The previous research result says that the students fair ability happens because of their carelessness or because they have less or lack understanding about the construction rule of the causative sentences and also because it is not the same structure and rule with Indonesian language. Causative have is not a usual utterance used by Indonesian people, because there is no rule like causative have in

Indonesian grammar. Most Indonesian people who speak English will say “I want to order someone to wash my car” instead of “I want to have someone wash my car”.

The result of the previous research above give evidence that the causative verb is still difficult to master because the students' lack understanding about the construction of causative sentence especially passive causative sentence. Of course, this influence they score because from the total of the test, there are 50 % of the test is passive causative sentence and 50 % other is active causative sentence. The students mostly got difficulties on answering the question in passive causative sentence. Eventough, they can answer the question in active causative sentence correctly, it give evidence that the lecture has succeed in teach it to the students, but because of a time the students have forgot some of the rule that more difficult to remember. Furthermore, the students should learn continously and recall what they have learnt before because they will be a future English teacher or lecturer so that they have to maintain their knowledge.