



**STUDENTS' MASTERY IN CAUSATIVE VERB AT THE THIRD  
SEMESTER OF ENGLISH EDUCATION DEPARTMENT  
IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidempuan as  
a Partial Fulfillment of the Requirement for Graduate Degree of  
Islamic Education (S. Pd.I) in English*

**Written By:**

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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2016**



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
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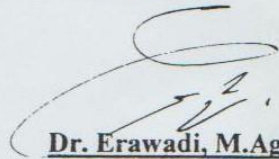
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Therefore, we hoped that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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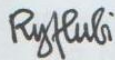


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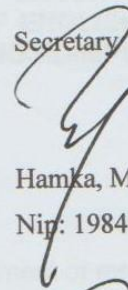
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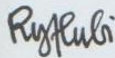
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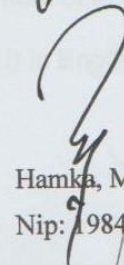


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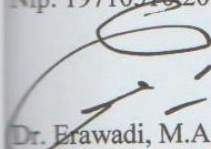
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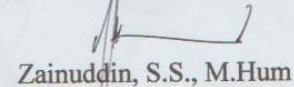


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### **ABSTRACT**

The aims of research were to know the students' mastery in causative verb, to know the difficulties that faced by students' in learning causative verb and to know the efforts done by the English lecturer to overcome the students' difficulties at the third semester of English Education Department IAIN Padangsidempuan.

This research was done in English Education Department IAIN Padangsidempuan. The Sources of data were the third semester students', there were 128 students, consist from four classes, the researcher taken 33 students from English Education Department for collecting data, from the English lecturer and the chief of English Education Department IAIN Padangsidempuan. The kind of this research is qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

After the research was done it can be known that the students' mastery in causative verb at the third semester of English Education Department IAIN Padangsidempuan can be categorized into enough category. The students' difficulties in learning causative verb were the students' lack of the knowledge about causative verb in essay test about "causative have, get, passive causative" in translation test about "causative have, make, and structure". The efforts done by English lecturer to overcome the students difficulties were the English lecturer often repeat the lesson especially in "causative have, get, passive causative and structure", the English lecturer asked the students payed attention about the causative while the lecturer gave the explanation and the English lecturer always give motivation to the students.



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This thesis is still so far from being perfect based on weakness of the researcher. Therefore, I expect the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, 17 February 2016

Researcher

**YESI MANDA SARI SIREGAR**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language as a communication is a central fact of human existence and social process. It performs two basic functions of human beings, first to enable them to think in very complex ways by providing a structure for naming and expressing the relationship between concepts, and the second to make them better to communicate with other. These two basic functions of language obviously closely related to each other. There are many kinds of language such as: Mandarin, Spanyol, Portugis, Japan, Arabic, Franch, Indonesian and English.

English is one the Internasional languages which spoken by most of countries in the world, there for many information are written in English. Looking at this phenomenon the goverment of Indonesia decides to put English as one of obligation subject at schools since Junior High School up to University level. Basicly there are four aspects of a language they are: Listening, Speaking, Reading, and Writing<sup>1</sup>. However these four aspects must be known to master a language so no exception to the English.

The first Listening is the process as the brain acts on the impulses, bringing to hear a number of different cognitive and affective mechanism. The

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<sup>1</sup>Douglas Brown, *Language Assessment Principles and Classroom Practices* (United States of America: Longman, 2004), p. 117.



second is Speaking is a tool for interaction that can be used by people to speak to other people. By speaking, people can interact and deliver messages each other in the daily activity. Then, Speaking is a skill in communication to express human thought as well as a form of social behavior. The third is, reading is a receptive skills it is a transactional between a reader and writer. The last is writing is one of the way its native speaker to organize a piece of both spoken and written information. To support the four aspects of the language are needed vocabulary, grammar and structure.

Grammar and structure are one of the language aspect which is taught to every language learners. By learning grammar, someone can communicate his or her message clearly and presicely. The statement above shows that grammar is a basic knowledge to learn about English sentence. Structure is a systematic sentence for easy to understand and also keep an important role in learning and understanding the english language.

Therefore the students have to master grammar and structure well so that they can build sentences well. Indead English has been taught since in the Kingdergarten, up to University, but in reality many Indonesian pupils still do not understand or cannot apply their English sentences structurally, based on the English curriculum at second grade in Senior High School, The “Causative Verb” has been studied. For a students who takes English Education Department IAIN Padangsidimpuan study the causative at the third semester. Based on the

information from the lecturer of grammar and structure TBI<sup>2</sup>, students at the third semester IAIN Padangsidempuan 2014/2015 Academic Year got low score, meant the students find an urgen problem in learning causative, but when the researcher conduct to one of the students at the third semester 2014/2015 Academic Year. Muhammad said that he does not understand causative well, through he has studied the causative verb is used to indicate that one person causes a second person. One can cause somebody to do something for him or her by paying, asking, or forcing the person<sup>3</sup>. Based on fact the students at the third semester of TBI have been studying Srtucture and Grammar. That is way must of students in the third semester get “A, B and C” score in Structure and Grammar I<sup>4</sup>. It can be seen from their score list of table score in second semesters.

Table 1

The score students of TBI at the second semester in test Stucture and Grammar I

In 2014/2015 Academic Year

No.	Class	Score A	Score B	Score C	Total of students
1.	TBI 1	7	11	8	26
2.	TBI 2	4	5	23	32
3.	TBI 3	5	14	15	34

---

<sup>2</sup>Yusni Sinaga, Lecturer of English Education Department, *Interview*, IAIN Padangsidempuan, 26 August 2015

<sup>3</sup>Muhammad, Students of English Education Department, *interview*, IAIN Padangsidempuan, 27 August 2015.

<sup>4</sup>List of Students Test Score “*Structure and Grammar*” “Thirdd Semester of TBI Academic Years 2015/2016.

4.	TBI 4	2	7	24	33
Total of score students		18	37	70	125

Based on the opinion above, the researcher wants to know whether the students in the school low score on the title “ **Students’ Mastery in Causative Verb at the Third Semester of English Education Department IAIN Padangsidempuan**”.

## B. Focus of the Problem

Based on the background of the problem, the researcher will focus to students’ mastery in causative verb in using have, make, let, and get in active and passive sentences at the third semester of English Education Department IAIN Padangsidempuan.

## C. Definition of Key Term

### 1. Student

According to *Hornby* states that Student is a person who is studying at school or college<sup>5</sup>. Beside, Rama Yulis states in his book *Ilmu Pendidikan Islam* that students is the memmber of society that effort to develop his/her self throught education level process and kinds of certain education<sup>6</sup>.

So, based on those definition above, the writer concludes that student is a learner or someone who attends an educational instuition.

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<sup>5</sup>As. Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (New York: Oxford University Press, 1995), p. 2.

<sup>6</sup>Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p.77.

## 2. Mastery

On *Oxford Advanced Learner's Dictionary*, that mastery is complete knowledge or great skill<sup>7</sup>. While in Indonesian Dictionary states that mastery is comprehension or capability to use knowledge or skill<sup>8</sup>.

From those explanation above, it can be taken the conclusion that mastery is comprehensive knowledge or skill in a particular subject or activity.

## 3. Causative verb

Causative verb is express the idea of someone causing to take place. They can be similar in meaning to passive verbs. We wish to show some that some action was performed, not by somebody else at our investigation.<sup>9</sup>

So, from explanation above, causative verb is a sentence cause something and object do for subject in a sentence.

### **D. Formulation of the Problem**

From the identification of problem, so the formulation needed to be given of research. Furthermore, the formulation of the problems, are:

1. To what extent was the students mastery in causative verb at the third semester of English Education Department IAIN Padangsidempuan?

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<sup>7</sup>AS. Hornby, *Op. Cit.*, p. 1103.

<sup>8</sup>Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 721.

<sup>9</sup>Utami Widiati, *English Creative Team* (Jakarta: Bumi Aksara, 2009), p. 77



2. What were the difficulties that usually faced by students' in caustive verb at the third semester of English Education Departement IAIN Padangsidimpuan?
3. What were the efforts done by the English lecturer to overcome the students' difficulties in causative verb at the third semester of English Education Departement IAIN Padangsidimpuan?

#### **E. Aims of the research**

1. To know students' mastery in causative verb at the third semester of English Education Department IAIN Padangsidimpuan.
2. To know and analysis of students' difficulties in causative verb at the third semester of English Education Department IAIN Padangsidimpuan.
3. To know the efforts done by the English lectuer to overcome the students' difficulties in causative verb at the third semester of English Education Department IAIN Padangsidimpuan.

#### **F. Significances of the Research**

According to the background of problems, so the significance of research:

1. To the lecturer about their students' difficulties in causative verb
2. To the chief of English Education Department as the measurement teaching progress.
3. To other researchers as an information to do a futher research.

#### **G. Outline Thesis**

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow :

In the chapter one, consist of background of the problem, focus of the problem, definition of key term, formulation of the problem, aims of the problem, significances of the research, outline thesis.

In the chapter two, consist of theoretical description, which consist sub chapter such as theoretical review consists of definiton of causative verb, kinds of causative, kinds of causative verb in sentences, learning causativr verb and difficulties, difficulties and effort in learning causative verb, and the last review of related findings.

In chapter three, consist of research methodology, which consist of sub chapter such as place and time of research, source of the data, instrument of collecting data, technique of data analysis, and technique of the data trusworthiness.

In chapter four, consist of analysis of discussion and result of the research consist description of students mastery in causative verb, the difficulties of students in learning causative verb and the efforts of lecturer to overcome the difficulties about causative verb, and threats of the research.

The last is chapter five, consist of conclution and suggestion.









## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Review

##### 1. Causative Verb

##### a. The Defenition of Causative Verb

Causative verb is used to command someone for someone as the speaker. According to Michael causative verb is used to indicate that one person causes a second person to do something for the first person. One can cause somebody to do something for him or her by paying, asking, forcing the person<sup>1</sup>. Then, According to Martha Hall Betty S. Azar, causative verb carries the meanng that something or someone produces or causes a result.<sup>2</sup> It means that causative verb is verb that makes or causes someone to do something.

Then, like Otong Setiawan Djuharie says that Causative verb is expressing that someone / subject cause others (do / conduct) something or cause something worked for her / him by using certain word.<sup>3</sup>

So, based on the defenition above the writer concludes that causative verb is a sentence using to show cause someone to do something for someone.

---

<sup>1</sup>Pyle, A. Michael, *Test of English as a Foreign Language* (India: Wiley, 2002), p. 170.

<sup>2</sup>Martha Hall Betty S. Azar, *Understanding and Using English Grammar Fourth Edition* (New Jersey: Prentice Hall, 1993) , p. 111.

<sup>3</sup>Otong Setiawan, *Functional English Grammar* (Bandung: Margahayu Permai, 2008), p. 399.

## b. The Kinds of Causative Verb

### 1) Have

Causative *have* can be used to express the idea that “X” causes “Y” to do something. When they are used as causative verb, their meanings are similar but not identical.<sup>4</sup> Causative *have* is followed by the simple form of the verb, not an infinitive. Causative *have* gives the idea that “X” requests “Y” to do something. So, causative *have* use for requesting someone.

Examples :

1. He had them come early
2. He had them all sing together
3. We have them like this game
4. I have you buy this book
5. They have them go out.

### 2) Make

Causative *make* can be used to express the idea that “X” causes “Y” to do something. When they are used as causative verb, their meanings are similar but not identical. Causative *make* is followed by the simple form of the verb, not an infinitive. Causative *make* gives the idea that “X” forces “Y” to do something. So, this causative verb is used for forcing someone.

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<sup>4</sup>Betty Schramper Azar, *Understanding and Using English Grammar Second Edition* (New Jersey: Prentice Hall, 1993), p. 187.

Examples :

1. He makes the boy finish his work.
2. I make you clean this this room now
3. They make our pay this book
4. She makes her sister buy shoes for her
5. We make them forgive together.

### 3) Let

Causative Let is used to allow someone to do something. So this causative let is used to allow or permit.<sup>5</sup>

Examples :

1. My father let me drive his car
2. I let my friend borrow my bicycle
3. She lets her friend go to the zoo
4. He lets me walk alone
5. I let my friend eat this food.

### 4) Get

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<sup>5</sup> Pyle, A. Michael, *Op. Cit.*, p. 173.

Causative *get* can be used to express the idea that “X” causes “Y” to do something. When they are used as causative verb, their meanings are similar but not identical. Causative *get* is followed by the simple form of the verb, not an infinitive. Causative *get* gives the idea that “X” persuades “Y” to do something.<sup>6</sup> So, causative *get* is used for persuading someone to do something. According to Slamet Riyanto causative *get* is used to asking someone to do something or asking something to be done.<sup>7</sup>

**Examples :**

1. I get her to open the window
2. He got his neighbor to lock his house
3. The manager gets his secretary to finish the report day
4. My mother gets to cook this rice
5. My father gets to clean tih garden.

**c. Kinds of causative verb in sentences<sup>8</sup>**

**1) Active Causative**

<i>Subject</i>	<i>Have / make / let / get</i>	<i>Object</i>	<i>Verb 1</i>
I			
We			
You			
They			

<sup>6</sup>Betty Schramper Azar, *Op. Cit.*, p. 187.

<sup>7</sup>Slamet Riyanto, *English grammar* (Yogyakarta: Pustaka Pelajar, 2007), p. 235.

<sup>8</sup>Otong Setiawan , *Op. Cit.*, p. 400.

<i>He</i>	<i>Has / makes / lets / gets</i>		
<i>She</i>			
<i>It</i>			

## 1) Have / has

Subject + have + Object + Verb 1

Example : We have mary wash our clothes

They have Aini write this letter

I have Sari clean my house

Nita has her home sweep

Syifa has her book borrow.

## 2) Make

Subject + make + Object + Verb 1

Example : My teacher always makes me do my homework

My mother make me cook in my house

My brother make me clean in my house

My sister make me do my task

My younger make me carry .

## 3) Let

Subject + let + object + verb 1

Example : I let you like this explanation

Never let her go, or you will regret forever

They let you go out

I let you finish this exam.

4) Get / gets

Subject + get + object + to infinitive (verb 1)

Example : They get you to see this movie

I get them to watch this film

She gets Ayu to read this book

He gets andi to like this book.

From explanation above , the researcher concludes when we use the causative verb , we must appropriate with the subject.

2) **Passive causative**

<b>Subject</b>	<b>Have / make / let / get</b>	<b>Object</b>	<b>Verb 3</b>
<b>I</b>			
<b>We</b>			
<b>You</b>			
<b>They</b>			
<b>She</b>			
<b>It</b>			

1) Have

Subject + have + object + verb 3

Example : We have our clothes washed

They have their book bought

I have the speaker loaded

She has her car fixed

He has his food cooked.

2) Make

Subject + make + object + verb 3

Example : I make this house cleaned

He makes this game deleted

They make this room celled

She makes jerry killed.

3) Let

Subject + let + object + verb 3

Example : I let you cooked this rice

Jhon lets me driven his car

Ayu lets her friend driven the bycicle.

4) Get

Subject + get + object + verb 3

Example : Mary gets the car washed

Jhon gets the house cleaned

Vita gets the car repaired.

From explanation above, when we used causative verb , we must appropriate with the subject.





Learning causative verb was very important in the learning process. With causative verb someone would more comprehend what that would be arranged the sentences. Learning is gaining a knowledge or skill in a subject.<sup>10</sup> There are several definition of learning, they are:

- 1) Learning is the process where by an organism changes its behavior as a result of experience.
- 2) Learning is a relatively permanent change in capacity for performance.
- 3) Learning is the way that human beings acquire new skills, knowledge, attitudes and values. The outcomes of learning are the new capabilities possessed by the learner. Learning consists of the acquisition of increasingly automated schemata held in long-term memory.
- 4) Neuroscientist define learning as two neurons communicating with each other.<sup>11</sup>

From explanation above, it means learning is where someone gaining a knowledge or skill in a subject and that usually can gaining in the school for students. Through of

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<sup>10</sup>A.S. Hornby, *Loc. Cit.*, p.244

<sup>11</sup>Peter Westwood, *Learning and Learning Difficulties* (University of Hong Kong, 2004), p. 2-

learning someone would get knowledge, skill, attitudes and values.

Based on explanation above, it can be concluded learning causative verb is where someone can get knowledge, can build sentences well. Learning causative verb was very important category in learning causative. Through of learning causative verb someone would more easily in building sentences.

#### **b. Difficulties and Effort in Learning Causative Verb**

Difficulties in learning are condition that cannot make someone learn properly not only because there are barriers but also because there are threats and disturbances. Difficulties are disorders that affect the ability to understand or use spoken or written language, do mathematical calculation, coordinate movements, or direct attention.<sup>12</sup>

Based on the explanation above, it can be concluded that difficulties in learning is a problem or some factor that make student difficult to understand when student learn the subject.

Learning difficulties phenomenon can be seen from declination of student achievements in school or their performance in academy. In this situation, teachers and parents often ignore them. This will not solve

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<sup>12</sup>Ridwan Idris, "Mengatasi Kesulitan Belajar dengan Pendekatan Kognitif ", dalam *Jurnal Lentera Pendidikan*, Volume 12, No. 2, Desember 2009.

the problem and even make it worse. Considering this problem, teachers need to know how to solve the problem. Learning difficulties can be manifested in students behavior such as in them psychometric, cognitive and affective. Some students behavior that indicated they experience in learning difficulties:

- 1) Low in academic achievement below the average of group mark.
- 2) Achievement result is not accordance with the effort done by student. Some students studied hard but get low achievement.
- 3) Slow in learning process such as school task and bit slow compared to his / her friends.
- 4) Misbehavior, such as irresponsible, gainsay, pretending, and prevaricating.
- 5) Acting weird, such as skipping school, late to school, not doing homework, messing up in or out the class.
- 6) Show unnatural emotion, such as morose, sensitive, grumpy, and didn't care about his / her achievement whether it s good or bad.

Fom explanation above, it means difficulties in learning come from themselves and may be from circles. Difficulties in learning can influence by some factor it can be internal or external factor. If a student had difficulties in learning, so it means that student had problem in his / her self. It can be concluded difficulties

in learning causative verb is difficulties that had been around of student when learning especially in learning causative verb.

### 3. Learning difficulties

Learning difficulties is a shortage that is not outwardly visible. Inability to learn can not recognized in a different physical form with people who do not have problems learning difficulties. Learning difficulties are not always caused by a low intelligence factor, but can also be caused due to other factors outside intelligence.<sup>13</sup> The high-IQ does not necessarily guarantee the success of learning. Thus it can be said that learning difficulties and learning process is a condition characterized certain obstacles in achieving learning outcomes.

#### a. Causes learning difficulties

Problems of this learning difficulty, it is caused by various factors. To provide an aid to children who have learning difficulties, the teacher must know in advancing what factors are the cause of the problem of learning difficulties.

Factors that cause learning difficulties can be classified into two categories,<sup>14</sup> such as :

1) Internal factors ( factors from within the child itself ) that includes :

a) Physiological factors

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<sup>13</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182.

<sup>14</sup>*Ibid*, p. 182-184.

Physiological factors are the physical factors of the students themselves. A child who is sick, of course, will experience physical weakness, so the process of receiving lessons, understanding the lessons to be imperfect.

b) Psychological factors

Psychological factors are the various things pertaining to the various behaviors that are needed in the study. Psychological factors that IQ can be the cause of the problem of learning difficulties is a talent, interest, motivation, mental health conditions of children, and also the type of children in learning.

2) External factor ( factors outside the child ) include ;

a) Social factor

Social factors have an effect on learners. Children who do not receive adequate attention would have been different with children who are getting enough attention, or children who are given too much attention. It has a relationship with the child's parents, whether harmonious or meet rarely, or even separated. So it influences the child's study habits.

b) Factors of non-social

Factors of non-social can be the cause of the problem of learning difficulties is the factor of teachers in school, then the tools of learning, where learning conditions, as well as the curriculum.

b. Overcoming learning difficulties

There are some efforts to overcome learning difficulties.

Tutoring is one effort of teachers to help students who have difficulty in learning. The procedure tutoring can be reached through the following steps, such as the teacher give the information about how to learn effectively not only in the school but also in the house, the teacher helps placement namely the teacher place the students in learning group or discuss group, the teacher show the learning concretely to students namely the teacher use various learning methods to help the students to understand the learning, and the teachers give specific attention to students that have show learning and the teachers effort to motivate the students in learning.<sup>15</sup>

Beside, to overcome learning difficulties, it can be done by the teacher through remedial. It is an activity that given to students who have not understand the learning that have been learned. The aim of this activity to increase the students' mastery of learning. The other, the teachers can do enrichent. It is given to the students so that they have richer the knowledge and skills.<sup>16</sup>

**B. Review of related findings**

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<sup>15</sup>Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 2008), p. 121-126.

<sup>16</sup>Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Peranada Media Group, 2009), p.

There are some related findings that discuss about Causative Verb: the first, research done by Anni Mardiyah which title “ Students’ Mastery on Simple Present Tense of grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat in 2011 Academic Year “ in which the result that the ercentage of the students’ Mastery in Simple Present Tense to the grade VIII Students MTs Negeri Padang Bolak in 2011 can be categrprized in to average category.<sup>17</sup>

The second , research done by Sri Rahayu which title “ The analysis on Students’s ability in Mastering Reported Speech at Grade X in SMA Negeri 3 Padangsidimpuan” in 2012 Academic year . The result was the ability of students in mastering reported speech can be categorized enough category.<sup>18</sup>

The third, research was done by Sara Elmida Harahap with the title “Students synonyms understanding at grade VIII SMP Negeri 5 Sipirok ” was 41,45 mean score into enough categories wiyh kinds of synonyms they are Noun and noun, verb and verb, adjective and adjective, then adverb and adverb was question for clarification.<sup>19</sup>

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<sup>17</sup>Anni Mardiah, “Students Mastery on Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat in 2011 Academic Year”, *Script* (Padangsidimpuan: STAIN, 2011). p. 23.

<sup>18</sup>Sri Rahayu, ”The Analysis on Students’ Ability in Mastering Reported Speech at Grade X in SMA Negeri 3 Padangsidimpuan in 2012 Academic Year”, *Script* (Padangsidimpuan: STAIN , 2012). p. 24.

<sup>19</sup>Sara Elmida Harahap, “ Students synonym understanding at GradeVIII SMP Negeri 5 Sipirok in 2014 Academic Year”, *script*,(Padangsidimpuan: IAIN, 2014), p. 38.



Based on the related findings above, the researcher wanted to do research on the students' mastery in causative verb at the third semester of English Education Departement IAIN Padangsidimpuan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

##### 1. Place

This research will be done at IAIN Padangsidimpuan. It is located at Jl. HT. Rizal Nurdin km 4,5 Sihitang Padangsidimpuan. This researcher will choose this college because it is relevant in accommodation, transportation, and easy to search for collecting data and the researcher is learning in this college.

##### 2. Time

The researcher will begin the research in October 2015 up to finish.

#### B. Kinds of the Research

The research uses Qualitative research. L.R Gay and Peter Airaison stated "Qualitative approach is based on the collection and analysis of nonnumeric data such as observation, interviews and other more discursive sources of information".<sup>1</sup>

The method uses in this research is descriptive method. According to Winarto Surakhman *Metode Deskriptif adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis, angket, observasi atau teknis tes, studi khusus waktu gerak analisis komperatif atau operasional.*<sup>2</sup>

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<sup>1</sup>L. R Gay and Peter Airasion, *Education Research (Competence for Analysis & Application)* (USA: Prentice Hall, 2000), p. 8.

<sup>2</sup>Winarto Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p. 2.

(Descriptive method is a survey that determines and allocate it with interview technical, observation, or test technical studying time of problem and indication comparative analysis or operational).

Based on statements above, the researcher can conclude that descriptive research means to analyze or make a sense perception (Descriptive) about situation or events. It is used to describe how to know “students’ mastery in causative sentence at the fifth semester at English Education Departement IAIN Padangsidempuan.

### **C. Source of the Data**

The sources of the data will be taken from 2 sources, there are :

1. Primary sources of the data is the basic of the data. The data will get by purposive sampling. Purposive sampling is a kind of non – probability sampling in which researcher’s judgment as to who this research pointed, it can provide the best information to achieve the objectives of study. Primary sources of data that is the fifth semester students at English Education Departmen IAIN Padangsidempuan, they are 86 students. Consist of three classes with 86 students. English Education Department 1 are 28 students, English Education Department 2 are 30, English Education Department 3 are 28. So, the researcher choose English Education Department 3 to find the students’ mastery in causative sentences at the fifth semester at English Education Department IAIN Padangsidempuan. The reason of choosing this class because the researcher found the problems in causative sentences.

2. Secondary sources of data is information from the english lecturer in from the English lecturer Education Department IAIN Padangsidimpuan. Padangsidimpuan.

#### **D. Instrument of Collecting Data.**

Jhon W. Crewsell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.<sup>3</sup>

In collecting data, this research will use instrument of collecting data by:

1. Observation

Abdurrahman fanthoni Stated: "*Observasi adalah teknik pengumpulan data yang melakukan suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku object sasaran*".<sup>4</sup>

(Observation is a technique of collecting data which is done through an observation and taking a note a condition or the aim of the object behavior).

So this observation uses to know the situation in the fifth semester at English Education Department IAIN Padangsidimpuan include learning process in teaching causative sentences, history, geographical location, facilities and infrastructures of the research field.

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<sup>3</sup>Jhon W. Crewsell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

<sup>4</sup>Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

## 2. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person<sup>5</sup>. This research will use structural interview. As we know that in structural interview, the researcher prepares the Question an alternative of the answer that will be given to the respondents<sup>6</sup>.

So, this interview is one of the techniques of collecting the data by doing oral interview in individual meeting.

In this step , the researcher interview some students who got bad score in order to know about their difficulties in especially using causative “have, make, let, get, in Active and Passive”. For reinforcing the data, the researcher interviews the English lecturer.

## 3. Test

Suharsimi Arikunto said: “*Test adalah serentetan pernyataan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok*”(the measure the skill, knowledge, ability, or talents are had by individual or group)<sup>7</sup>.

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<sup>5</sup>L.R Gay dan Airasion, *Op. Cit*, p. 219.

<sup>6</sup>Amirul Hadi and Hariyono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

<sup>7</sup>Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2005), p. 156.

In this research, the researcher give test about causative. In analyzing students' mastery in causative, the researcher give some questions to the students in form of essay test, it 40 questions. Every questions 2,5 score, so total score is 100 (40 X 2,5). The criteria of score can see on the table below:

Table 3.1: Criteria Score Interpretation

Percentage	Criteria
00% - 49%	Very low
50% - 59%	Low
60% - 69%	Enough
70% - 79%	High
80% - 100%	Very high <sup>8</sup>

Table 3.2 Indicators of the causative test

No	Indicator of Causative Verb	Items	Number of items	Scores
1	Active have	8	1,2,3,4,5,6,7,27	20
2	Active Make	8	8,9,10,11,12,13,29,32	20
3	Active Let	8	14,15,16,17,18,28,30,31	20
4	Active Get	8	19,20,21,22,23,24,25,26	20
5	Passive	8	33,34,35,36,37,38,39,40	20
	<b>Total</b>	<b>40</b>	<b>2,5 items</b>	<b>100</b>

The techniques for collecting data uses the test as follow:

- 1) Preparing causative test.

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<sup>8</sup>Panduan Akademik (Padangsidimpuan : IAIN, 2014), p.143.

- 2) Giving written test ( essaytest) to all of students.
- 3) Determining the time of doing the test.
- 4) Giving chance or time for students to something left or not clear in doing the test.
- 5) The researcher ask the students to do test and the research look after the students during the test time.
- 6) After students finish answering the test, the researcher collect their answer to analyze.

#### **E. The Techniques of Data Analysis**

After data is collected, the researcher analysis the data by using some steps, they are:

1. Check the all collected data
2. Checking and calualting the students answer sheets and classification into a table.
3. Then, students result all scores will calculate into the classification quality on the table below:

Table 3.1: Criteria Score Interpretation

<b>Percentage</b>	<b>Criteria</b>
00% - 49%	Very low
50% - 59%	Low
60% - 69%	Enough
70% - 79%	High
80% - 100%	Very high <sup>9</sup>

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<sup>9</sup>Panduan Akademik (Padangsidimpuan : IAIN, 2014), p.143.

4. Analyzing students result or scores with mean score, the formula is:

$$P = f/N \times 100\%$$

Explanation: f : frequency

N : Sum of the students

P : Percentage<sup>10</sup>

5. Description of the data, it is do to describe or interpretate data that will collect and calculate systematically.
6. Take conclusion, it is do to conclude the discussion solidly and briefly.

#### **F. The Technique of the Data Trustworthiness**

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.

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<sup>10</sup>Anas Sudijono, *pengantar statistik pendidikan*(Jakarta: Raja GrafindoPersada, 1991), p. 40.



5. Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.<sup>11</sup>

From the all of techniques to determine the data trustworthiness above, the researcher used the fifth semester number is triangulation. The researcher will get data from observation, interview, and test. After getting the data from the observation, interview, and test, the three data will be compared. Triangulation is accepted if observation, interview, and test result show the same result.

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<sup>11</sup>Lexy J. Moleong. *Metodologi Penelitian Kualitatif*(Bandung: Rosdakarya, 2009), p. 175.

**CHAPTER IV**  
**RESULT OF THE RESEARCH**

**A. General Findings**

This research had been done at Institute Agama Islam Negeri (IAIN) Padangsidimpuan on Jl. T. Rijal Nurdin Km 4,5 Sihitang Padangsidimpuan Selatan North Sumatera.

**B. Specific findings**

**a. The Description of Students' Mastery in Causative Verb at the Third Semester of English Education Department IAIN Padangsidimpuan.**

Based on the result of the test given to respondents between 10 up to 90. It means that the highest score gotten by respondent is 90 and the lowest score is 10. The description scores of third semester students' English Education Department IAIN Padangsidimpuan in mastering causative verb can be seen in these following tables:

Question Number 1

The president is having a press conference (arrange/ arranged) by his advisors

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Arrange	21	63,63
2	<b>Arranged</b>	12	36,37
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer ( arranged ) were 12 students (36,37%) incorrect answer ( arrange )

were 18 students (63,63 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **arranged**.

#### Question Number 2

Hasanah has shirts (wash/ washed) at the drycleanser

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Wash	23	69,70
2	<b>Washed</b>	10	30,30
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer ( washed ) were 10 students (30,30 %) incorrect answer ( wash ) 23 students (69,70 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **washed**.

#### Question Number 3

I (make/ makes) my friend forgive me this time

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	<b>Make</b>	28	84,84
2	Makes	5	15,16
	Total	33	100 %

From the data above, it can be known that the students' mastery into determine the correct answer (make) were 28 students (84,84 %) incorrect answer were 5 students (15,16 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **make**.

#### Question Number 4

Fitri is having the car (repair/ repaired) this week

No	The Alternative Answer	Frequency (f)	Percentage (%)
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1	Repair	22	66,67
2	<b>Repaired</b>	11	33,33
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (repaired) were 11 students (33,33 %) incorrect answer (repair) were 22 students (66,67 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **repaired**.

#### Question Number 5

They (made/ makes) the teller give him the money before they asked

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	<b>Made</b>	30	90,90
2	Makes	3	9,10
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (made) were 30 students (90,90 %) incorrect answer (makes) were 3 students (9,10 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **made**.

#### Question Number 6

My sister gets me (shoop/ to shoop) in the supermarket

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Shoop	9	27,28
2	<b>To shoop</b>	24	72,72
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (to shoop) were 24 students (72,78 %) incorrect answer (shoop) were 9 students (27,28 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **to shoop**.

## Question Number 7

Ainah always (let/ lets) his children watch cartoons on saturday morning

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Let	6	18,19
2	<b>Lets</b>	27	81,81
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer were 27 students (81,81 %) incorrect answer were 6 students (18,19 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **lets**.

## Question Number 8

The Policeman (lets / letting) the suspect make one pon call

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	<b>Lets</b>	23	69,70
2	Letting	10	30,30
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer ( lets ) were 23 students (69,70 %) incorrect answer (letting) were 10 students (30,30 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **lets**.

## Question Number 9

We (had / have) the computer checked last night

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	<b>Had</b>	21	63,63
2	Have	12	36,37
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answe ( had ) were 21 students (63,63) incorrect answer (have) were 12 students (36,37). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **had**.

## Question Number 10

They are (have / having) their house decorate at the moment

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Have	5	15,16
2	<b>Having</b>	28	84,84
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (having) were 28 students (84,84 %) incorrect answer (have) were 5 students (15,16 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **having**.

## Question Number 11

The presidents is (make / making) his cabinet member sign this document

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Make	5	15,16
2	<b>Making</b>	28	84,84
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (making) were 28 students (84,84 %) incorrect answer (make) were 5 students (15,16 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **making**.

## Question Number 12

She (lets / letting) her friend to go together

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	<b>Lets</b>	28	84,84
2	Letting	5	15,16
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (lets) were 28 students (84,84 %) incorrect answer (letting) were 5 students (15,16 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **lets**.

## Question Number 13

Ayu is (gets / getting) his teachers to give him a make-up exam

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Gets	8	24,24
2	<b>Getting</b>	25	75,76
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (getting) were 25 students (75,76 %) incorrect answer (gets) were 8 students (24, 24 %) . So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **getting**.

## Question Number 14

Fadli made the teller (give / given) him the money

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Give	5	15,16
2	<b>Given</b>	28	84,84
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (given) were 28 students (84,84 %) incorrect answer (give) were 5 students (15,16 %). So, based on the formula by looking form of the sentence and the causative, the causative of the sentence is **given**.

## Question Number 15

We get them (taking a bath / to take a bath) in the swimming pool

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Taking a bath	9	27,28
2	<b>To take a bath</b>	24	72,72
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (to take a bath) were 24 students (72,72 %) incorrect answer (taking a bath) were 9 students (27,28 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **to take a bath**.

#### Question Number 16

The teacher had (makes / made) the students parents sign release forms before he let the students jump on the trampoline

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Makes	8	24,24
2	<b>Made</b>	25	75,76
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (made) were 25 students (75,76 %) incorrect answer (makes) were 8 students (24,24 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **made**.

#### Question Number 17

Somebody will have (see / to see) to it for you

No	The Alternative Answer	Frequency (f)	Percentage%
1	<b>See</b>	25	75,76
2	To see	8	24,24
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (see) were 25 students (75,76 %) incorrect answer (to see) were 8 students (24,24 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **see**.



## Question Number 18

Tom (had / have) the laptop bought last week

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	<b>Had</b>	24	72,72
2	Have	9	27,28
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (had) were 24 students (72,72 %) incorrect answer (have) were 9 students (27,28 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **had**.

## Question Number 19

Mei has her book (buy / bought) at the bookstore

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Buy	9	27,28
2	<b>Bought</b>	24	72,72
	Total	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (bought) were 23 students (69,70 %) incorrect answer (buy) were 10 students (30,30 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **bought**.

## Question Number 20

Intan is getting her friend (going / to go) to the Mosque

No	The Alternative Answer	Frequency (f)	Percentage (%)
1	Going	12	36,37

2	<b>To go</b>	21	63,63
	<b>Total</b>	33	100%

From the data above, it can be known that the students' mastery into determine the correct answer (going) were 12 students (36,37 %) incorrect answer (to go) were 21 students (63,63 %). So, based on the formula by looking form of the sentence and the causative, the verb of the sentence is **to go**.

From explanation above , the researcher concludes on the table below:

<b>No</b>	<b>Correct Answer</b>	<b>Incorrect answer</b>	<b>Total</b>
1	12	21	33
2	10	23	33
3	28	5	33
4	11	22	33
5	30	3	33
6	24	9	33
7	27	6	33
8	23	10	33
9	21	12	33
10	28	5	33
11	28	5	33
12	28	5	33
13	25	8	33

14	28	5	33
15	24	9	33
16	25	8	33
17	25	8	33
18	24	9	33
19	24	9	33
20	12	21	33
<b>Total</b>	<b>457</b>	<b>203</b>	<b>660</b>
<b>Percentage</b>	<b>69,24</b>	<b>30,76</b>	<b>100 %</b>

## Question Number 21

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	17	51,51
2	Causative	26	78,78
3	Vocabulary	30	90,90
Total			221,39/3 = 73,73

From the data above, it can be known that the students' mastery in translating structure correctly were 17 students (51,51 %), translating causative correctly were 26 students (78,78 %), translating vocabulary correctly were 30 students (90,90 %).

## Question Number 22

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	20	60,60
2	Causative	24	72,72
3	Vocabulary	29	87,87

	Total		$221,19/3=$ $73,73$
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From the data above, it can be known that the students' mastery in translating structure correctly were 20 students (60,60 %), translating causative correctly were 24 students (72,72 %), translating vocabulary correctly were 29 students (87,87 %).

#### Question Number 23

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	20	60,60
2	Causative	13	39,39
3	Vocabulary	27	81,81
	Total		$181,8/3=$ 60,6

From the data above, it can be known that the students' mastery in translating structure correctly were 20 students (60,60%), translating causative correctly were 13 students (39,39 %), translating vocabulary correctly were 27 students (81,81 %).

#### Question Number 24

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	18	54,54
2	Causative	19	57,57
3	Vocabulary	29	87,87
	Total		$199,98/3 =$ 66,66

From the data above, it can be known that the students' mastery in translating structure correctly were 18 students (54,54 %), translating causative correctly were 19 students (57,57 %), translating vocabulary correctly were 29 students (87,87 %).

#### Question Number 25

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	24	72,72
2	Causative	22	66,66
3	Vocabulary	30	90,90
	Total		$230,28/3 = 76,76$

From the data above, it can be known that the students' mastery in translating structure correctly were 24 students (72,72 %), translating causative correctly were 22 students (66,66 %), translating vocabulary correctly were 30 students (90,90 %).

#### Question Number 26

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	26	78,78
2	Causative	20	60,60
3	Vocabulary	30	90,90
	Total		$230,28/3 = 76,76$

From the data above, it can be known that the students' mastery in translating structure correctly were 26 students (78,78 %), translating causative correctly were 20 students (60,60 %), translating vocabulary correctly were 30 students (90,90 %).

## Question Number 27

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	20	60,60
2	Causative	22	66,66
3	Vocabulary	25	75,75
	Total		203,01/3 = 67,67

From the data above, it can be known that the students' mastery in translating structure correctly were 20 students (60,60 %), translating causative correctly were 22 students (66,66 %), translating vocabulary correctly were 25 students (75,75 %).

## Question Number 28

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	18	54,54
2	Causative	19	57,57
3	Vocabulary	26	78,78
	Total		190,89/3 = 63,63

From the data above, it can be known that the students' mastery in translating structure correctly were 18 students (54,54 %), translating causative correctly were 19 students (57,57 %), translating vocabulary correctly were 26 students (78,78 %).

## Question Number 29

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	15	45,45
2	Causative	19	57,57
3	Vocabulary	20	60,60

	Total		163,62/3 = 54,54
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From the data above, it can be known that the students' mastery in translating structure correctly were 15 students (45,45 %), translating causative correctly were 19 students (57,57 %), translating vocabulary correctly were 20 students (60,60 %).

#### Question Number 30

No.	Indicators	The Correct Answer	Percentage (%)
1	Structure	22	66,66
2	Causative	20	60,60
3	Vocabulary	27	81,81
	Total		209,07/3 = 69,69

From the data above, it can be known that the students' mastery in translating structure correctly were 22 students (66,66 %), translating causative correctly were 20 students (60,60 %), translating vocabulary correctly were 27 students (81,81 %).

From explanation above, the researcher concluded on the table below :

No	Correct Answer			Incorrect Answer			Total
	S	C	V	S	C	V	
21	17	26	30	16	7	3	33
22	20	24	29	13	9	4	33
23	20	13	27	13	20	6	33
24	18	19	29	15	14	4	33

25	24	22	30	9	11	3	33
26	26	20	30	7	13	3	33
27	20	22	25	13	11	8	33
28	18	19	26	15	14	7	33
29	15	19	20	18	14	13	33
30	22	20	27	11	13	6	33
<b>Total</b>	<b>200</b>	<b>204</b>	<b>273</b>	<b>130</b>	<b>126</b>	<b>57</b>	<b>330</b>
<b>Percentage</b>	<b>68,58</b>			<b>31,42</b>			<b>100 %</b>

No	Indicator Test	Correct Answer	Incorrect Answer
1	Essay Test	69,24 %	30,76 %
2	Translation Test	68,58 %	31,42%
	<b>Total</b>	<b>68,91 %</b>	<b>31,09 %</b>

**b. The Difficulties That Faced by Students in Learning Causative Verb at the Third Semester of English Education Department IAIN Padangsidimpuan.**

Based on the result of the test above, students in the third semester of English Education Department IAIN Padangsidimpuan, the difficulties that usually faced by the students in essay test, they were dominantly mistake in answering “causative have, get and pasive causative”. In translation test the students were dominantly miatake in “



structure, causative have, make, and passive causative” the researcher conclude that the students diffculted in answering the test about causative especially in”causative have, make, get, passive causative and structure”.<sup>1</sup>Muhammad Daud said that he don’t understood about “causative have” he confused what next word used after have. <sup>2</sup>The next Muhammad Yusuf said he don’t understood about “causative get” he difficult in using the formula of cusative get. The other students said that she difficult in using passive causative verb especially in using verb three<sup>3</sup>. The same problem was felt by Noviyana, she said that she difficult in using passive causative verb especially in using verb three.<sup>4</sup> The last student is Rima Alfina, she said that she usually feel confused in using causative have and difficult to appropriate about the time, and can not understood about the structure in the sentence<sup>5</sup>. It was supported by students mistake in answering the test with number 1, 2, 4, 20. This test discussed about “causative have, get, and passive causative”. There were 21 students mistake in answering the test with number 1 this test discussed about “passive causative”. There were 23 students mistake in answering 2 this test discussed about “passive causative”. There were 22 students mistake in answering 4 this test about “causative have”. There were 21 students mistake

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<sup>1</sup>Muhammad Daud, The third Semester Student of English Education Department IAIN Padangsidempuan, *private interview*, 31 December 2015.

<sup>2</sup>Muhammad Yusuf, The Third Semester Student of English Education Departmen IAIN Padangsimpuan, *private interview*, 31 December 2015.

<sup>3</sup>Sri Ase, The Third Semester Student of English Education Department IAIN Padangsidempuan, *private interview*, 31 December 2015.

<sup>4</sup>Noviyana, The Third Semester Student of English Education Department IAIN Padangsidempuan, *private interview*, 31 December 2015.

<sup>5</sup>Rima Alfina, The Third Semester Student of English Education Department IAIN Padangsidempuan, *private interview*, 31 December 2015.

in answering 20 this test about “causative get”. In translation test, it was supported by students mistake in answering the test with number 21 were 17 students mistake in structure, number 24 were 18 students mistake in structure and 19 students mistake in causative have, number 28 were 18 students mistake in structure and 19 students mistake in causative have, and number 29 were 15 students mistake in structure and 19 students mistake in causative make. So, the researcher concluded that the difficulties that faced by students in learning causative verb at the third semester of English Education Department IAIN Padangsidimpun in essay test was in “causative have, get, and passive causative”. In translation test was in “causative have, make and in structure”.

### **C. The Efforts of English Lecturer to Overcome The Difficulties of Students in Learning Causative Verb at the Third Semester of English Education Department IAIN Padangsidimpun**

Based on the result of interview to English lecturer,<sup>6</sup> to anticipate the difficulties of the students in learning causative verb were the English lecturer often repeat the lesson so the students understand the lesson, especially in using “causative have, get, and passive causative”, in translation test dominantly mistake in “causative have, make and in structure”

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<sup>6</sup>Yusni Sinaga, S.Pd., M.Hum, Lecturer of English Education Department IAIN Padangsidimpun, 26 August 2015.

And then to anticipate the students' difficulties in using causative have, get, and passive causative get, in translation test causative have, make and structure, the lecturer used discussion method. The lecturer give more explanation about it.

To overcome the difficulties about the causative have, get, passive causative, and in translation test causative have, make and structure, the English lecturer must used the best method and often repeat this material. Before the English lecturer gave the lesson, the lecturer teach about causative have, get passive causative and structure.

While to overcome the students difficulties in using causative have, get, passive causative and structure, the lecturer asked the students to pay attention while the lecturer gave the explanation many time about causative. So, the students understood truly. The other, the English lecturer always motivated the students to improve students' sprite in learning causative verb especially in learning causative have, get passive causative and structure.

## **B. Discussion**

After analyzing the collection data, it was gotten that the students' mastery in causative verb of English Education Departmen IAIN Padangsidimpuan can be categorized in to enough category. It can bee known from the calculating score ( see apendix IV) that the students' mastery in causative verb at the third semester at English education department IAIN Padangsidimpuan was 68,8 %. It can be categorized in to enough category. While according to research done by Mahleni about students' ability in mastering basic tenses that the result of her research can be categorized in to average

category. Beside, according to research done by ismail ginting which title about the correlation between tenses mastery and the students' ability in using conditional that the result of students' ability in mastering tenses can be categorized in to poor category. In addition, according to research done by Fatimah Sari Lubis about students' competence in using nominal sentence that the result can be categorized in to capable category.

In learning causative verb, there were some difficulties that faced by students, they were the students lack of the knowledge in "causative have, get passive causative and structure". It is supported by Muhibbin Syah that the learning difficulties can be caused by 2 (two) factors, they were: the first, internal factor (factors from the child itself) involve; physiology factors such as healthy; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the tools of learning, and learning condition.<sup>7</sup>

To anticipate the learning difficulties, the English lecturer efforts were the English lecturer often repeated the lesson especially in using causative have, get, passive causative and structure by looking in using of the verb, the English lecturer used the best method and discussion method. And then the English lecturer asked kicked the students randomly. The other, the English lecturer always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by lecturer to guide the slow learner.<sup>8</sup> In

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<sup>7</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p.182-184.

<sup>8</sup>Mulyasa, *Menjadi Guru Professional* (Bandung: Remaja Rosda Karya, 2008), p. 121.

addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial<sup>9</sup>.

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<sup>9</sup>Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Peranada Media Group, 2009), p. 140.

### **C. The threats of the Research**

In this research, the writer believed that there were many threats of the writer. It started from the titled until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the writer took the seats answer directly without care about it.

The writer was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finnally this has been done because the helping from the entire advisors, chief of English Education Department IAIN Padangsidimpuan and English Lecturer.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. The Conclusions.

Based on the result of observation, interview and test done by the researcher about the students' mastery in causative verb at the third semester of English Education Department IAIN Padangsidimpuan, the writer can conclude as follow:

1. The students' mastery in causative verb at the third semester of English Education Department IAIN Padangsidimpuan can be categorized into enough category (68,91 %)
2. The difficulties that faced by students in learning causative verb were: students lack of the knowledge in essay test using “ causative have, get, passive causative”, in translation test “causative have, make and structure” , because they don't hear when their lecturer gave explanation about causative.
3. The efforts by English lecturer to overcome the students difficulties in learning causative verb were the English lecturer often repeat the lesson especially in causative have, get, passive causative and structure, the English lecturer use the best and discussion method, the English lecturer asked the students to pay attention about the causative and English lecturer always gives motivation.

## **B. The Suggestion**

Based on the conclusions above, the writer gave some suggestions as follow:

1. To the chief of English Education Department IAIN Padangsidempuan always to motivate the English lecturer to increase her ability in teaching English.
2. To the English lecturer to motivate the students to improve their abilities especially in learning causative, and in teaching must be done by inner feeling, so that the lecturer always effort and the students can understand what do we say.
3. To the reader especially English learners more improve their knowledge in learning causative verb.



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Padangsidempuan,

2016

*Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth :

1. Pembimbing I  
**Drs. Erawadi, M.Ag**
2. Pembimbing II  
**Yusni Sinaga, S.Pd., M.Hum**

Di -

Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut:

Nama : Yesi Mandasari Siregar  
 Nim : 11 340 0043  
 Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-1  
 Judul Skripsi : **Students' Mastery in Causative Verb at The Third Semester of English Education Department IAIN Padangsidempuan.**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud dan dilakukan penyempurnaan judul bilamana perlu.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

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**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

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BERSEDIA/TIDAK BERSEDIA  
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Hal : **Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Padangsidempuan, 10 Desember 2015

Kepada  
Yth. Ka. Jurusan TBI  
IAIN Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Yesi Manda Sari Siregar  
NIM : 113400043  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"Students' Mastery in Causative Sentence at the Fifth Semester at English Education Department IAIN Padangsidempuan"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n Dekan  
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Semester : IX (Sembilan)  
Fakultas/Jurusan/Prodi : Fakultas Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

Penar telah melakukan penelitian di Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan mulai tanggal 28 Desember s/d 31 Desember 2015 dengan judul: " **Students' Mastery in Causative Sentence at the Fifth Semester at English Education Department IAIN Padangsidempuan**".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya..

Padangsidempuan, 12 Januari 2016  
Ketua Jurusan

*Ray Lubis*

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