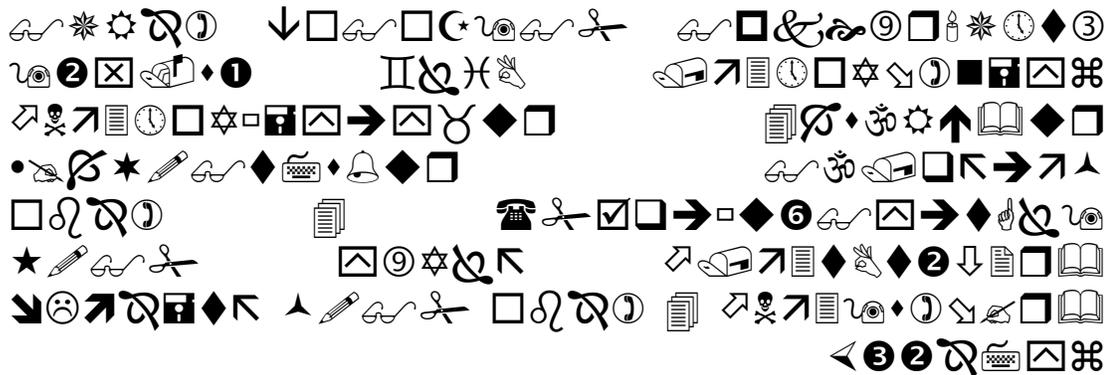


CHAPTER I
INTRODUCTION

A. Rationale

Human beings are social creatures who cannot live without other's help to fulfill their daily necessities. They need to know and interact with each other in their lives. Everybody needs to communicate with his or her surroundings.

The need of communication is felt when they want to share information or messages to others. There are many kinds of nations and tribes in the world and each of them need a communication tool to know each other, as stated in the holy Koran in the Al-Hujurat verse 13, as follows:



The most effective tool to know one another is language as Lindsay and Paul stated in their book: “Language is a tool of communication with other people”.¹

¹Cora Lindsay and Paul Knight, *Learning and Teaching English a Course for Teachers*, (New York: Oxford University Press, 2006), p. 27.

Therefore, it must be mastered to make interaction easier. “Language is system of communication in speech and writing used by people in a particular country or region”.² Language allows people to say things to each other and express their needs. Language will make us be able to be close to one another as well, as Mary Mc. Groarty stated that: “Language is an intimate part of social identity”.³

Language as a communication media means a tool of expressing or formulating ideas, thoughts, concepts, opinions, or feelings.⁴ This relates to an opinion opened by Marry Finocchiaro that: “Language is the means by which result of human thought and action are passed on”.⁵ With language, human beings can understand the way of approaching and needing each other, even through oral language, articles and signals.

In this modern era, language has an important role in communication. Language is a part of culture.⁶ It is a part of human behavior and without language, interaction in many kinds of activities will be difficult or impossible. Allah Almighty

²AS Hornby, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2000), 3rd ed., p. 240.

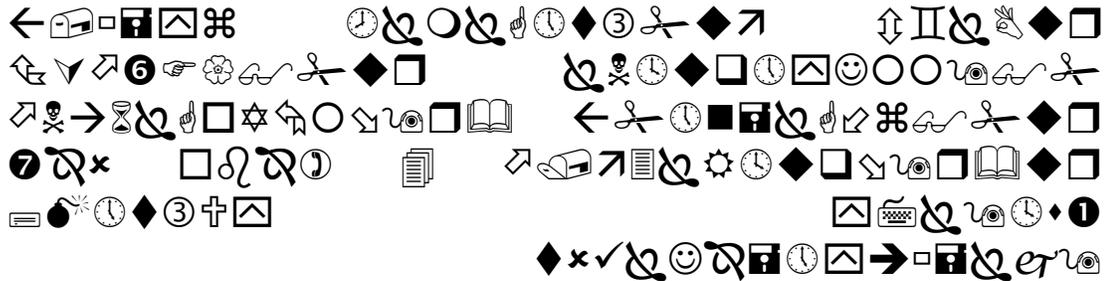
³Sandra Lee Mc Kay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (New York: Cambridge University Press, 1996), p. 3.

⁴Abdul Chaer and Leonie Agustina, *Sosiolinguistik Perkenalan Awal*, (Jakarta: Rineka Cipta, 2004), p. 14.

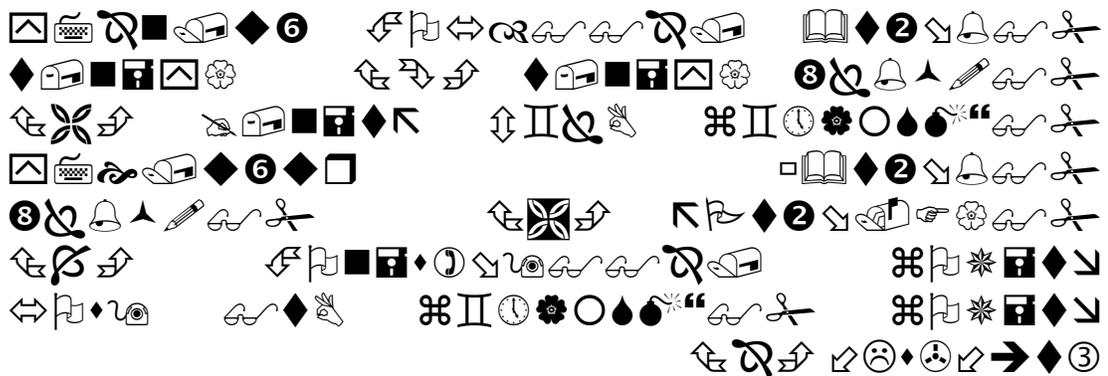
⁵Mary Finocchiaro, *English as A Second Language: From Theory to Practice*, (New York: Regents Publishing Company, 1974), p. 6.

⁶Abdul Chaer and Leonie Agustina, *op. cit*, p. 165.

created many varieties of language for human beings, as written in the holy Koran in the Ar-Ruum Verse 22, as follows:



Human beings use different languages in their communication and these different languages show us that Allah, the Creator and the Master of this world and all of everything for the happiness of human beings orders us to study His verses in this world, as Allah the al-Mighty said in the holy Koran in the Al-Alaq verse 1-5:



Language is not only used to interact with one another, but also used to communicate, to share information and to develop science and technology. The development of communication technology is like a building, everything must be interconnected. Not only does this communication network unity among countries but also facilitates International connections. In *Kamus Umum Bahasa Indonesia*,

language means *perhatian, pendapat, fikiran, akal, akal budi, tutur kata, berpidato, dan bercakap-cakap*.⁷

One of those languages is English, it is has a very essential position in communication among people. The use of English is widely considered an urgent need. English used as international language and it has the largest number of user all over the world and it had been legitimated as a formal language of United Nations (Perserikatan Bangsa-bangsa) as declared by UNESCO in year 1973.

English as a subject at school requires students to be able to communicate in oral and written form using appropriate language fluently and accurately.⁸ Therefore, students are taught to master four language skills of language namely listening, speaking, reading and writing. Students' competency in the four skills above can be gained best on their ability in subject matter such as vocabulary, grammar, pronunciation and spelling. These aspects help students decode and encode English fluently and accurately as the intended goal.

Grammar is an important subject that should be mastered in English. It helps students construct correct utterances and writing. Grammatical sentences are easily understood by interlocutors rather than ungrammatical ones. Moreover, in written language, writing must be constructed in grammatically accepted form.

⁷JS. Badudu and Sultan Mahmud Zain, *Kamus Umum Bahasa Indonesia*, (Jakarta: Pustaka Sinar Harapan, 1996), p. 180.

⁸Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Mata Pelajaran Bahasa Inggris*, (Jakarta: 2004), P. 5.

A part of the grammar that will be discussed in this thesis is the causative 'have'. It is one of the important parts that belong to components of English grammar that students must master. In English language, the causative 'have' is used to say that we arrange for somebody else to do something for us. However, sometimes the causative 'have' is expressed in some different rules such as in active causative verbs, passive causative verbs and passive action verbs. Although it is quite difficult to understand, it is very important for students to know its grammatical rules and use the causative 'have' to support and enrich their skills in English because they will be future professional English teachers.

The English Department is one of the departments in Tarbiyah faculty in IAIN Antasari Banjarmasin that helps students become English teachers. All of the students study future English in this department as their provisions in their daily lives as future English teachers.

It was very interesting when the writer conducted pre-observation. The students in the English Department, especially the students in the fifth semester academic year 2010/2011, appeared to be experts in uttering English language as if they are native speakers. Perhaps they are experts in speaking but the writer wants to know their ability more deeply by conducting research about their ability in using grammar especially the causative 'have'.

Therefore, the title on which the writer wants to conduct research is **The Fifth Semester Students' Ability in Using The Causative 'Have' at English Department of Tarbiyah Faculty.**

In order to avoid misinterpretation about the title above, it will be nice to explain some terms in the title, as follows:

1. Ability is skill or power.⁹ The ability discussed here is the students' skill or capability to understand and use English grammar and structure, especially:
 - a. Ability of identifying the use of causative 'have' or 'get' in tenses
 - b. Ability of changing the active action verb into active and passive causative 'have' or 'get'
2. Using here is the students' way to apply the causative 'have' and the causative 'get'.
3. The causative 'have' is a part of English grammar that is used to say that we arrange for somebody else to do something for us which is expressed in some different rules. The causative 'have' in this research is a part of teaching material, which was taught before to the fifth semester of English Department students at IAIN Antasari Banjarmasin based on the curriculum applied there.

From the terms above, the fifth semester students' ability in using the causative 'have' at English Department of Tarbiyah Faculty means the capability or skill to use the causative have owned by the fifth semester students of English Department of Tarbiyah Faculty at IAIN Antasari Banjarmasin in academic year 2010/2011.

⁹AS. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 1995), p. 1.

B. Statement of Problems

Based on the rationale above, the problem of the study can be formulated as follows:

1. How is the ability level of the fifth semester students of English Department in using the causative 'have' at IAIN Antasari Banjarmasin in academic year 2010/2011?
2. What specific aspects of the causative 'have' and 'get' are difficult for the students to master?

C. Reason of Choosing the Title

The writer selects the title above for the following reasons:

1. Realizing the grammar is essential aspect in teaching and learning English, which is not only for learning about how to use good sentences but also how to express ideas in proper written form.
2. The causative 'have' is an important part that belongs to component of grammar and students should master it.
3. Although the causative 'have' has been taught, not all students have mastered it.
4. As far as the writer knows, the causative 'have' has never been observed by English Department students before.

D. Purpose of Research

Based on the problem limitation above, the purpose of this research is to better understand the ability level of the fifth semester students of English Department in using the causative 'have' at IAIN Antasari Banjarmasin in academic year 2010/2011.

E. Significance of Research

It is expected that the result of this research will give many inputs as follows:

1. It will enrich the writer's knowledge and experience the scientific research.
2. It will be information, consideration, and input for educators generally and English teachers/lecturers at IAIN Antasari Banjarmasin.
3. It will be information for English Department students at IAIN Antasari Banjarmasin.
4. Be information and comparison for future researchers.
5. Be enrichment of IAIN Antasari Banjarmasin library's literature.

F. Organization of Writing

This research consists of five chapters. They are systematically arranged as follows:

The first chapter is the introduction that covers the rationale, statement of the problems, reason of choosing the title, purpose of the research, significance of the research, and organization of writing.

The second chapter is the theoretical review on related subject, that covers definition of ability in learning process, definition of structure and grammar, the importance of grammar in learning language, the definition of the causative verbs, the kinds of the causative 'have' and 'get', the use of the causative 'have' and 'get' and the contrast between the causative 'have' and the causative 'get'.

The third chapter is method of the research that covers subject and object of the research, data, sources of data, techniques of data collection, design of measurement, techniques of data processing and analysis, and research procedures.

The fourth chapter is report of the research result, which covers description of the research location, data presentation, and data analysis.

The fifth chapter is closure, which covers conclusion and suggestions.