AN ANALYSIS OF CAUSATIVE VERB IN THE KING'S SPEECH MOVIE
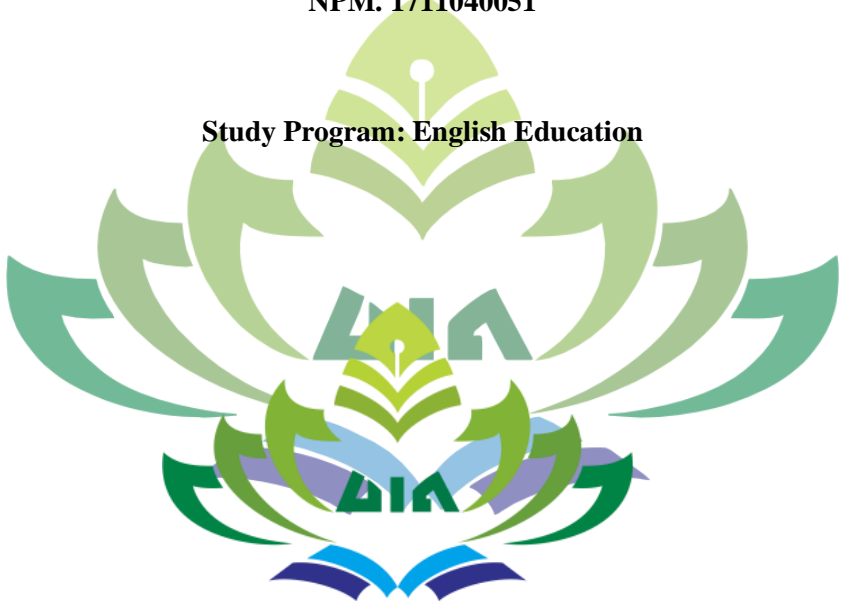
AThesis

Submitted as a Partial Fulfillment of the Requrement for S1-Degree

By:

ESI MAYASARI

NPM. 1711040051

Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
1445 H / 2024 M

AN ANALYSIS OF CAUSATIVE VERB IN THE KING'S SPEECH MOVIE

A Thesis

Submitted as a Partial Fulfillment of the Requrement for S1-Degree

By:

ESI MAYASARI

NPM. 1711040051

Study Program   : English Education

Advisor   : Prof. Dr. Moh. Muhassin, M. Hum

Co-Advisor   : M. Ridho Kholid, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
1445 H / 2024 M

ABSTRACT

AN ANALYSIS OF CAUSATIVE VERB IN THE KING'S SPEECH MOVIE

By:
ESI MAYASARI

The purpose of this research is to find out the types of Causative verbs presented in the film The King's Speech through the script. In this research, Causative Verb is the main concern because Causative Verb is a verb that isused to indicate that the subject is not directly responsible for the action that occurs, but rather someone or something else is carrying out the action.

Researchers used qualitative descriptive methods to describe and analyze Causative Verbs taken from manuscripts. Researchers analyzed the data one by one according to the concept of the Otong Setiawan Causative Verb type which consists into 4 types. They are have, make, let and get.

The results of this research are researchers have analyzed and there are five data in the speech of characters in the film The King's Speech which are classified according to Otong Setiawan Causative Verb theory, such as, Active Causative of Have, Active Causative of Make, Active Causative of Get . Researchers concluded that there are 3 classifications of Causative Verbs found in the speech of characters in the film script The King's Speech. Namely Active Causative of Have, Active Causative of Make, Active Causative of Get. There are 5 utterances found in

the Active Causative category. There are 3 utterances included in the Active Causative of Have, there is 1 utterance included in the Active Causative of Make, there is 1 utterance included in the Active Causative of Get. Which has the aim of suggest, suggest or convince someone to do something.. As agents of change, English teachers expect their students to change from passive learners to active learners and change their thinking and attitudes to be more critical. Researchers found that this film can also provide imagination and English language learning.

Key words: *Causative Verb, The King's Speech Movie*

DECLARATION

The researcher is a student with the following idendity:

Name   : Esi Mayasari

Student's Number   : 1711040051

Study Program   : English Education

Thesis Title   : An Analysis Of Causative Verb In The King's

Speech Movie

I hereby state that this thesis entitled: An Analysis of Causative Verb in The King's Speech Movie is completely my own work. I am fully aware that I have quoted some statement, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, December 2023
Declared By.

Esi Mayasari
NPM. 1711040051

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1Bandar Lampung 35131 Telp(0721)703260

APPROVAL

Title   : An Analysis Of Causative Verb In King's
                       Speech Movie
Student's Name   : Esi Mayasari
Student's Number : 1711040051
Study Program   : English Education
Faculty   : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session at Tarbiyah
and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

Advisor,   Co-advisor,

Prof. Dr. Moh. Muhassin, M.Hum   **M. Ridho Kholid, M.Pd**
NIP. 197708182008011012   **NIP. 198505122015031004**

The Chairperson of
English Educational Program

M. Ridho Kholid, M.Pd
NIP. 198505122015031004

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131 Telp(0721)703260

ADMISSION

A thesis entittled: An Analysis Of Causative Verb In King's Speech Movie, by: Esi Mayasari, NPM: 1711040051, Study Program: English Education was tested and defended in the examination session held on: Friday, December 29th 2023.

Board of Examiners:

The Chairperson   : Prof. Dr. Idham Kholid, M.Ag   (.............)

The Secretary   : Sri Suci Suryawati, M.Pd   (.............)

The Primary Examiner   : Agus Hidayat, M.Pd   (.............)

The First Co- Examiner : Prof. Dr. Moh. Muhassin, M.Hum   (.............)

The Second Co- Examiner : M. Ridho Kholid, M.Pd   (.............)

The Dean Of,
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 196408281988032002

MOTTO

"Tidak Ada Kesuksesan Tanpa Kerja Keras. Tidak Ada Keberhasilan
Tanpa Kebersamaan. Tidak Ada Kemudahan Tanpa Doa."

(Ridwan Kamil)

DEDICATION

Praise and gratitude to Allah the Almighty for His abundent blessing for me and for my deep of heart and great of love, this thesis is dedicated to:

1. The greatest inspiration in my life, my beloved parents, Mr. Yadi Hartono and Mrs. Ningisah who always pray for me everytime in every situation. Thank you for all the support. No words can describe how much I love you.
2. My beloved partner, Rio Arthaveda S.A.N who always care and support. Thank you for all your time, help, and contribution in completing this thesis.
3. All of my friends, my squad who always remind me to not giving up, give me help and support. I love you guys so much.
4. My lecturers in English Education Study Program and almamater of Islamic State University of Raden Intan Lampung.
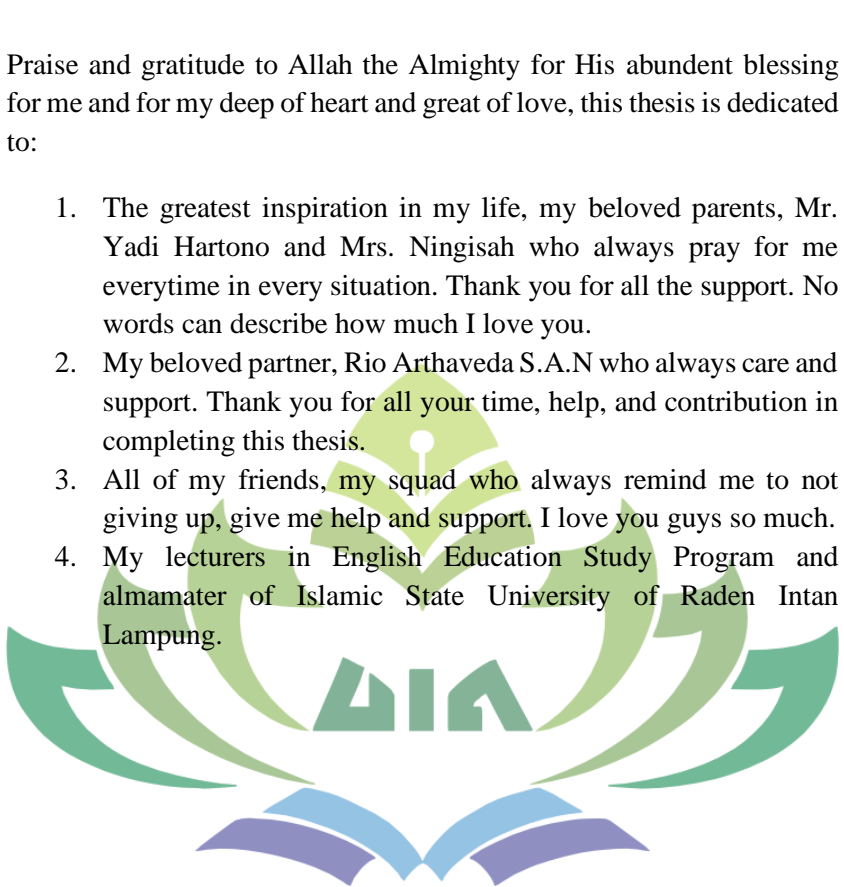
CURRICULUM VITAE

The name of the researcher is Esi Mayasari, called by Esi. She was born on February 19, 1999, in Bandar Lampung. She is the one and only child of Mr. Yadi Hartono and Mrs. Ningisah.

She accomplished her formal education at kindergarten TK Trisula-2, Bandar Lampung. Then the researcher entered Elementary School at SDN 2 Palapa, Bandar Lampung and finished in 2011. She continued her school at Junior High School in SMPN 23 Bandar Lampung which finished in 2014.

After that, she continued her study in Senior High School 1 Bandar Lampung and completed her study in 2017.

In 2017, the researcher continued her study at Islamic State of Raden Intan Lampung University, bachelor's degree program, Education and Teacher Training Faculty, English Education Major.
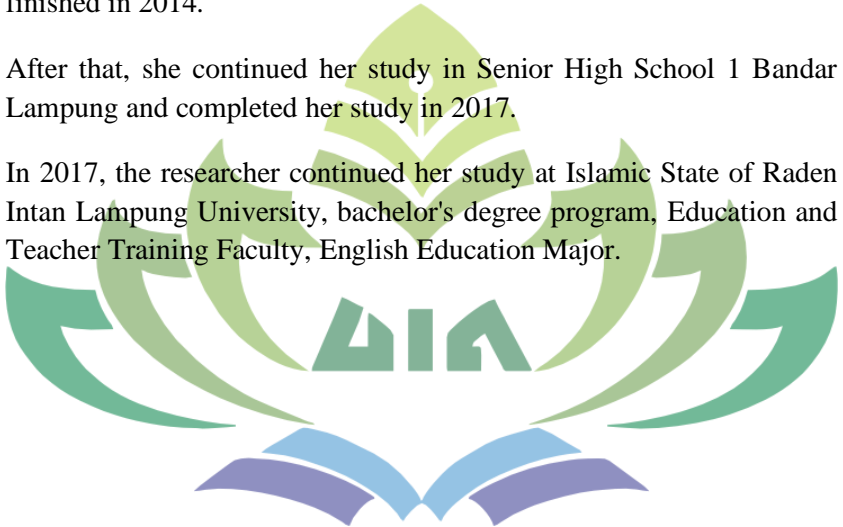
ACKNOWLEDGEMENT

Alhamdulillaahirobbil"alamin, first and foremost I would express grateful to the Only God, Allah Subhanahu wata"ala, the Most Gracious and the Most Merciful, for the chance, guidance, and blessing given, thus I will compose and finish this thesis. Then, Sholawat and Solutation are always offered to the Prophet Muhammad Shallallahu „alaihi wasallam the last messenger and the most beloved Prophet of Allah Subhanahu wata"ala.

This thesis will submit as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice and prayers of people surround me.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, Raden Intan State Islamic University Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. M.Ridho Kholid,S.S,M.Pd as the chairperson of English Education Program of Raden Intan State Islamic University Lampung.
3. Prof. Dr. Moh. Muhassin, M.Hum, as the first advisor and also the academic advisor of the researcher, for his guidance help and countless time given to the resarcher to finish this final project.
4. M.Ridho Kholid,S.S,M.Pd, as the second advisor who has spent countless hours correcting this final project for its betterment.
5. All lectures of English Education Program of Raden Intan State Islamic University Lampung, who always taught the researcher since the first year of her study.
6. All friends of English Education Program of Raden Intan State Islamic University Lampung, that can"t to be mentioned one by

one but you are always in my pray, who always give suggestion and spirit in framework of writing this research.

7. All friends of KKN and PPL 2020 of Raden Intan State Islamic University Lampung.
8. Last but not least, I want to thank me. I want to thank me for believing in me, I want to thank me for doing all this hard work. I want to thank me for having no days off, I want to thank me for never quitting.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expect that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in english teaching profession.

Bandar Lampung,   December 2023
The Researcher

ESI MAYASARI
NPM.1711040051

x

TABLE OF CONTENTS

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Affirmation of the Title

In order to comprehend the title of this thesis and to avoid misunderstanding, the writer needs to explain some terms which are related to the title of the proposal. The title of this proposal is **An Analysis of Causative Verb in The King's Speech Movie**. The descriptions of the meaning of several terms contained in the title of this proposal are:

In general, analysis is an activity such as parsing, differentiating, sorting things out to be classified or grouped according to certain criteria and looking for relationships and interpreting their meanings. Analysis requires creative power and high intellectual abilities. There is no specific way that can be followed to conduct analysis, so that each research must find its own method that is felt to be suitable for the nature of the research. The same material can be clarified differently by different studies. The definition of analysis in general is solving ideas or problems from the smallest in parts to as detailed as possible to get more accurate results. The analysis in this study is defined as a way to find out whether there are Causative Verbs in a Movie. Activities in analyzing include sorting data, classifying data according to the theory used in this study, and describing the data found and then describing its meaning. The analysis was carried out to get a detailed understanding of the causative verbs in the film.

Film is a type of visual communication that uses moving visuals and audio to tell a story or inform something. Film is a recording of moving images that tells a story and watched by people on a screen or television. The information presented in the film provides new knowledge for the community and can

be used strategically as a communication tool for many people. Films can also contain informative or educative functions, or even persuasive. This is in line with the national film mission since 1979 which stated that apart from being a medium of entertainment, film can be used as a medium of education for coaching young people in building character. There are several benefits of using film in the teaching and learning process, namely; films make learning fun, improve student memory, films inspire students, dual coding, and deepen student understanding. In this research, film is positioned as the subject to be studied.

Furthermore, this research focuses on the causative verbs contained in a film. Causative is one of the common structural components in sentences especially for learning English. The causative verb is used to instruct someone to someone as a speaker. Cause verbs are used to show that one person causes a second person to do something for the first person. Causative verbs are verbs that are used to indicate if the subject is not directly responsible for the action that occurs, but rather someone or something else does the action. Example: "I had my hair cut" Subject I in the sentence does not cut his own hair but instead makes someone else do it. Generally there are four causative verbs that are often used, namely have, get, let, and make.

From the explanation above, it can be concluded that this research is to analyze the types and actual meanings of the causative verbs found in the film. Therefore, what does the researcher mean by the title of the proposal about "AN ANALYSIS OF CAUSATIVE VERB IN THE KING'S SPEECH MOVIE.

B. **Background of The Problem**

In human life, people always interact with each other in society. Interaction with the community is essential. That is, a person cannot live alone without the help of others.

Communication that people use to express their thoughts and ideas with others to communicate and express their feelings, such as sadness or happiness, in order to get or achieve what they want from communication. So, communication anytime, anywhere is very important. Communication is also studied in linguistics, which is one of the tasks of pragmatics. Pure pragmatics deals with concepts such as beliefs, utterances, and reinforcement and their relationships.[1]Additionally, pragmatics, the investigation of how individuals use language in communication, expands on the investigation of these premises and decides what these premises mean for human language use.[2]Specifically, pragmatics is worried about the utilization of language and what the speaker and audience say in communication. One of the fields of logic identified with communication and expression is Speech act. Speech act is the hypothesis that "to say is to accomplish something".[3]This implies that when individuals talk, they talk, yet power somebody (the audience) to accomplish something.[4]

Language is the way of the human communicated with the other human through the media of sound and pronunciation. The sound and the pronunciation are produced the meaning that can be understand the content of communication is the purposing through spoken and written. According toHalliday's Theory that language as the human's language that conceive the meaning is used in the social life Language is universal, because language is the product of human's mind from the culture and art, it can produce esthetic value in the communication.[5] It is in the journal Tarbiyah UIN Medan in 2017 that language is the sign in the communication icluded thinking or idea, art, and culture of human.

---

[1] Stephen C. Levinson. Pragmatics, (UK: Cambridge, 1992), p.3.
[2]*Ibid*
[3]Jacob L. Mey. Pragmatics: An Introduction, (USA: Blackwell Publishing, 2001)., p.6.
[4]George Yule, Pragmatics, (UK: Oxford University Press, 2000)., p.47.
[5]Amiruddin. Language is Art and Culture. (*Journal Tarbiyah UIN, Medan*, 2017), p.12-20.

As we know, language is very develop in the globalization change or Industry 4.0. English Language is the one language which have centered development in this era. It can be centered development, because English language is art and product the human's mind included the thinking, emotional, intelligence, and action. Therefore, English language is the most important role to conceive and create the art and culture which can be benchmark in the development Industry 4.0 in the language department and English literature.

Learning English is not easy work to do by the learners. To be able to masterit, they need working hard, effort, and a lot of practice. They also have to know thatEnglish is different from Indonesian. English has its own rules and Indonesian does,too. Because of the differences, the learners often make errors in producing asentence both in speaking and writing.Many factors make the learners unable to master English and often makeerrors. Generally, one of the factors causes the learners" inability to master English isthe learners own selves" motivation. Ngalim categorized two factors affecting aprocess of study; those factors are *individual factors* consisting of growth,intelligence, practice, and motivation, and *social factors* consisting of a condition offamily, teacher"s teaching techniques, instruments used in the teaching-learningprocess, and environmental.[6]

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. In English language, there are four skills : writing skill, listening skill, speaking skill and reading skill. 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

---

[6] M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2011), p.102.

every language learners. Grammar is the formal study of the structure of a language and describes how words fit together in meaningful construction.[7] 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. One of the important parts in structure is Causative. Causative is one of structural component common in sentence specially to learn English. A Causative form isa special sentence patterns with two verbs. They explain that one person causes another to do something.[8]

The way of learners to learn about grammar especially causative verb is not only by reading a book or just listen to the teacher in school while they're teaching.Watching movies can help improve vocabulary and grammar mastery by observing gestures or facial expressions in the movies.[9] Mushtaq & Zehra in their study entitled "Teaching English Grammar Through Animated Movies" stated that animated movie is an effective medium to teach grammar to students. Besides it provides entertaining scenes, it also provides significant content from different aspects of grammar that can be learnt by students. They also stated that it can encourage the students to study English language.[10]

The researcher conclude that movie is one of the ways that can be used by the learners to know the kind of causative verb. That's why in this study, the researcher is very interested to know

---

[7] William, J. D. *The Teacher's Grammar Book*. (New Jersey: Lawrence Erlbaum Associates, Publishers,2005)

[8] Praninskas, J. Rapid *Review of English Grammar (Second Edition)*. (New Delhi: Prentice-Hall, Inc, 1980) p.170

[9] Sari, A., & Sugandi, B. *Teaching English through English movie: Advantages and disadvantages*. The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language (2015) p.10–15.

[10] Mushtaq, H., & Zehra, T. *Teaching English Grammar through Animated Movies*. NUST Journal of Social Sciences and Humanities (2016), p.77–87.

about causative verb in The King's Speech movie. Therefore, this research is entitled An Analysis of Causative Verb in Movie, because the researcher sure that this research can make the students easy to learn about causative verb, and it can be a tearcher's reference material while teaching.

C. Focus and Sub-focus of the Problem

The researcher focusses on analyse of Causative verb in movie. Meanwhile, the sub-focus of this research is to analyze the types of causative verb in The King's Speech movie.The sub focus of this research is about the causative verb that use of the theory of Otong Setiawan which consist into 4 kinds. They are have, make, let and get. Based on that theory, the research assumes that there are the causative verb are find in the The King's Speech Movie.

D. Problem Formulation

The problems are related to the study on causative verb in movie, the research problems can be formulated as follows:

1. What Are The Types Of Causative Verb In The King's Speech Movie?
2. To find out the function Causative Verb by the English teacher in "The King's Speech" movie ?

E. Objective of the Research

The Research hopes the problem above can be accomplished by these objectiveof the research is to find out the types of causative verb that exist in Movie.

F. Significance of the Research

1. Theoretically

1) The resault of this research can help students to better understand about causative verb especially in distinguishing about types of causative verb.

2) Students can incrase their ability with many opportunities activity, one of them is analyze english movie to know implicit behind the utterance.

2. **Practically**
1) The development of the knowledge of language society, especially for people who want to involve deeper in the linguistics.
2) The first step in introducing linguistics to societies, especially in the study of communication in society with the basic theory of speech act.

G. **Relevant Studies**

In accomplishing this research, the researcher needs to read somepreviousresearches with the same topic about causative verb. The first research is An Error Analysis On The Use of Causative Verbs by Eri Fathony Handoyo (2013) from English Departement, Faculty of Tarbiyah and Teachers Tranning Syarif Hidayatullah University.[11] She investigated about causative verb to analyzed an error of causative verb. She described the error through the steps of James' theory. There are some steps to analyze the errors: the first step is *identification* of errors of causative verbs having been got from the students' test answer. For the next, the students' test answers are verified to know the errors. After that, *description* or *classification* of the errors. This step is used when the errors of the use of causative verbs are classified into some categories. And then, *explanation* of theerrors which the errors of causative verbs are going to be evaluated and found outits sources. The last is *conclusion* and *evaluation*. This step is done to concludethe result of the research.

---

[11]Eri Fathony Handoyo, An Error Analysis on The Use of Causative Verb. (Syarif Hidayatullah, Jakarta, 2013)

The second researcher, Ni, examined the categories of causative verbs inMandarin Chinese[12]. The purpose of this study was to search and obtain a list ofperiphrastic causative verbs in Mandarin Chinese. The method that the researcherused to obtain the data was Sinica Bilingual Ontological Word net (Sinica Bow).The reason for selecting Sinica BOW was that it integrated three main resources,they were: Word net, SUMO (Suggested Upper Merged Ontology), and ECTED(English-Chinese Translation Equivalent Databese). Therefore, Sinica BOWfunctioned as an English-Chinese bilingual word net providing a combination of lexical, semantic and ontological information. The first step was to translateEnglish periphrastic causative verb, finding equivalent Chinese verb in SinicaBOW. The next step was to examine whether those Chinese verb met bothsyntactic and semantic criteria of the periphrastic causatives. The result wasobtained from the research showed that Chinese verbs were found through SinicaBOW. It was found that some English periphrastic causative verbs had more thanone equivalent translation in Chinese. For example, *cause* had three translations:*shi, qushi,* and *rang*.

The third research is Error Analysis of Using Causative Verb at Class XI SMA Negeri 3 Langsa by Marlina Syahfutri (2019) from Teacher Tranning and Education Faculty of Samudera University[13], she investigated about the role of the Meaning of Error, Causative Verb, the Error Use in Using Causative Verb and the Students' Problem in Causative Verb.

[12]Yueru Ni, *Categories of Causative Verbs: a Corpus Study of Mandarin Chinese*, 2012, p. 10. (lgitur-archive.library.uu.nl/student-theses/2012-0828…/UUindex.html).
[13]Syahfutri Marlina, Error Analysis of Using Causative Verb. (Samudera University, 2019)

H. Research Methodology

This study the researcher uses descriptive qualitative research to described kind of causative verbs which found in Movie. The data of qualitative research is shown by the description of the result. The researcher collect and analyze the data consist of words form, so the research design is belong to qualitative approach. The researcher used qualitative research method in collecting and analyzing the data.

Qualitative research is a research that procedures descriptive data in theform of written word or oral from subject and its behavior can be observed, there for the goal the research is an individual understanding and its background completely.14 The researcher focused to find kinds of causative verbs which contain in movie by using qualitative research.

The data in this research is using documentary technique to collect the data. Documentation is the method which used in scientific research in order to collect data byusing the document evidence list. In this research ,the researcher using document to analyze the types of speech act which is contain in the dialogue from the script of movie.

1. Research Procedure

The research procedure is the procedure that the researcher should know and follow in conducting this research. The procedure of this research as follows:

1) Pre-Field Stage

This stage is an activity that the researcher does before collecting the data, namely:
a.   Arrange the research
b.   Determine the focus of the research.

14BambangSetiyadi, *Metode Penelitian Untuk Bahasa Asing*, (Yogyakarta: GrahaIlmu 2006),p. 219.

    c. Prepare for the theory and the method in conducting the research.

    d. Seminar proposal.

2) Field Work Stage

At this stage, the researcher does the research by:

    a. Watch the movie

    b. Collect the data.

3) Data Analysis Stage

All of the data which already gathered during the research would be analyses and the data of the research would be validated. The steps of this stage, namely:

    a. Categorize the data based on the theory.

    b. Describe and interpreted the causative verb.

    c. Make a conclusion of the research.

2. Research Instrument

Research instrument is a tool used to collect, measure, and analyse data related to your research interest. In this research, the researcher used document and the researcher herself as the key instrument since the research analysed a movie. Lincoln and Guba in Ary presents a concept of human as an instrument due to in qualitative research, the researchers need a tool that is capable of understanding the complexity of human experiences and situations. [15] Meanwhile, document is a wide range of written and visual materials.[16] Sugiyono says that document is an instrument to collect data and information in the form of book, archives, figures and pictures, also a monumental work of someone. The document used in this research was the movie . The researcher as the human instrument collected the data, analysed the data, described the data and made a conclusion about the data. It means the researcher used

---

[15]Donald Ary, et al, Introduction to Research in Education 8th ed, (Belmont: Wadsworth Cengage Learning,2009), p. 424.

[16]Sugiyono, Metode Penelitian Pendidikan, (Bandung: PenerbitAlfabeta, 2015), p. 329.

herself as the main instrument because she determined the data through reading, identifying and collecting the characters' utterances. She categorized main characters' utterances in movie that contain causative verb.

3. **Data and Data Sources**

   Data is usually information in the form of facts or statistics that can be analysed. Moleong's Lofland said that words, actions and documents are the main data sources for qualitative research.[17] The data source is the source of the data. Data sources can be classified into two types: primary data and secondary data. The underlying data for the analysis was taken from the movie. Secondary data comes from other sources, such as books, the Internet, and other sources from which primary data can be identified. Here, the author used transcripts of conversations from the movie to verify basic data.

4. **Data Collecting Method**

   Data collecting method is the writer way in collecting the data. Donald ary implies that qualitative research may also use written document to gain understanding of the phenomenon under the study[18]. According to Miles and Huberman[19], there are three activities to analyze data in descriptive qualitative research. Those activities are data condensation, data display, and drawing and verifying conclusions. Based on those statements, these activities are data condensation, data display, and drawing and verifying conclusions.

---

[17]Lexy. J. Moleong, Op.cit. p. 157.

[18]Ary, Donald. Introduction to Research in Education. USA: wordworth group.2002

[19]Miles,M.B.,&Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed). Thousand Oaks,CA:Sage Publications.

Data condensation means the process of selecting, identifying, classifying, and coding the data that are considered important. In conducting research, it will get much data. Hence, the data will be selected to give valuable information research. Thus, at first the data has to do sorting to analyze, because the data to be analyzed only about causative verb in movie. Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns; it benefits to help in understanding the data. In displaying data, the data will be described that have been reduced into sentence form.For the last process is conclusion and verification. The researcher has to follow some steps:

1) Pay attention to each dialogue of characters in every scene.This research was focused on dialogue that present in film to foundthe causative verb.
2) Interprete the data found in dialogues.
3) Analyze the dialoguesThe dialogues is analyze in this film
4) Verify the dialogues with relevant theory in this research.
5) Describing how the causative verb found is present in the film.
6) Give the conclusion about the causative verb in the filmConclude the data which is get in the process also includes limitingthe growing ideas.

5. Data Analysis

According to Stainback, data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and

evaluated.[20] When collecting data in the watching movie the researcher will analyse Movie whether there is desired data. Miles and Huberman stated that activities in qualitative data are data reduction, data display and conclusion drawing / verification.[21]

There are several ways that needed in data analysis activities that are, the researcher identifying the classified data, analysing the data, concluded kind based on causative verb in movie, after analyse the data, researcher display the result in descriptive form based on each category, and the researcher drawn conclusion from the analysis which aim to clarify the research.

6. **Trustworthiness of the Data**

    The trustworthiness of the data in research is a proof that the data can be accounted for. In qualitative research, a finding or a data is valid if there is no difference between what is being report by the researcher with what is going on the subjectof the research which is being investigated. In conducting the trustworthiness test of the data, the researcher used triangulation. Triangulation is defined as checking the data from a various thing. Denzin on Hales explains that triangulation itself divided into several kinds, namely:

    a. Data Triangulation
        Data triangulation is the use of variety data sources, including time, space and persons in research. This kind of triangulation is to strengthen conclusions about findings and reduce the risk of false interpretations.
    b. Method Triangulation

---

[20]Sugiyono, *Metode PenelitianKuantitatifKualitatif dan R & D,* p. 244.

[21]*Ibid.*

These kinds of triangulation defined as the use of multiple methods in studying the same phenomenon under one research. The intention is to decrease the deficiencies and biases that come from any single method.

c. Investigator Triangulation

Investigator triangulation is the use of more than one investigator, interviewer, observer, researcher or data analyst in research. the ability to confirm findings across investigators without prior discussion between them can significantly enhance the credibility of the findings.

d. Theory Triangulation

The use of different theories or perspectives when examining a situation or phenomenon. The idea is to look at a situation from different point of view.

e. Data Analysis Triangulation

These kinds of triangulation are a combination of two or more method of analysing data in research.

However, from the five kinds of triangulation above, the researcher only used the investigator triangulation. To check whether the data valid or not, the validation would be checked by the expert to the study related to this research.

I. Systematic Discussion

In here the writer divides this thesis organization into five chapters. They are: **Chapter I:** This chapter is an introduction which consists of title affirmation, background and limitation of the problem, identification of the problem, formulation of the problem, objective of the research, significance of the research, relevant studies, research methodology and systematic discussion.

Chapter II: This chapter presents theories from experts to support this research study which consists of theory about Causative Verb, Types of Causative Verb, Movie.

Chapter III: This chapter consists of general description of the object in the research which in this case is movie and there is data and fact presentation of the research to show how the result of data analysis will be presented.

Chapter IV data analysis and discussion, this chapter consistent of data finding and discussion.

Chapter V conclusion and suggestion, this chapter consistent of conclusion and recommendation.
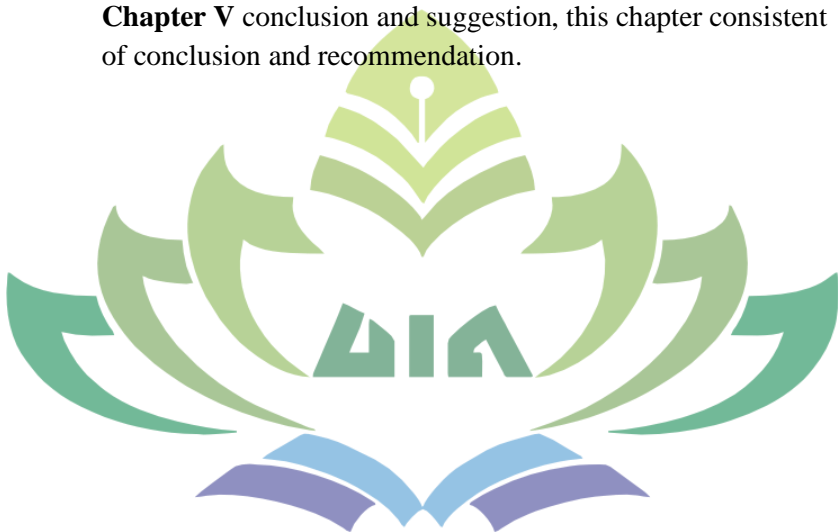
CHAPTER II
LITERATURE REVIEW

A. Theory

1. Causative Verbs

a) The Basic Theory of Causative Verbs

Discussing about causative verbs, it is not got out of sentence structures and meanings. The verbs used are base verbs after verbs of causative. Generally, causative verbs consist of some verbs. The verbs often used are *make*, *have*, and *get*. Besides of that, the verbs *let*, *help*, and *want* also belong to the verbs of causative or even only considered as verbs of causative but they are seldom used in a sentence. Causative is also used to ask someone to do something. Something we cannot do but another one can. It also has different implication of eachcausative verb. In this study, the writer only discusses and analyzes about causative with verbs *make, have,* and *get*.

Causative will refer to any sentence, or verb of a sentence which have the interpretation that some act(s) or state(s) has produced either directly or indirectly some resulting state or change of state[22].

The statement above shows that causative expresses an action is done by someone. For Example : John has her younger daughter study every night. John broke the window/turned on the lamp. In this case, John caused the window to break/the lamp to turn on.

---

[22] Roger W. Shuy, Charles-James N. Bailey, *Toward Tomorrow"s Linguistic*, (Washington: Georgetown University Press, 1974), p. 90.

Causative verbs are also 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, or forcing the person[23].Based on the Faidal"s opinion, causative verbs are "kata kerja yang digunakan untuk menunjukan bahwa seseorang menghendaki orang lain untuk melekukan suatu pekerjaan baik dengan pembayaran, permintaan, bujukan, rayuan, atau bahkan dengan paksaan[24].

According to Hakim, causative verbs are "kata kerja yang digunakan untukmenunjukan bahwa sesuatu hal itu dilakukan oleh seseorang atas kehendak orang lain, baik diminta ataupun dipaksa[25]". Meanwhile, Leech argues that causative verbs are verbs which express the meaning of „cause and result": that is, „someone or something causing something to happen or to change[26]".

From the explanations about definitions of causative above, generally causative verbs are used to express a will, wish or desire by coercing, requesting, and persuading someone to do something for us. Messages that we convey to other persons can/cannot be implemented depend on how we ask them. Someone may not accede our request if we ask them with coercion.

b) **Active Causative Verbs**

Active causative verbs are verb forms that have active object. In this case, Faidal gives the formula as follow:

---

[23] A. Pyle, Mary Ellen Muñoz, *Test of English as A Foreign Language*, (New York: John Willey & Sons (SEA) PTE LTD, 1991), p. 132.

[24] A. Faidal Rahman Ali, *Fundamentals of English Grammar: A Practical Guide*, (Yogyakarta: Pustaka Widyatama, 2007), p. 388

[25] Lukman Hakim, *A Concise English Grammar*, (Jakarta: Sentra Media, 2007), p. 121.

[26] Geoffrey, Benita Cruickshank, and Roz Ivanič, *An A-Z of English Grammar & Usage*, (Harlow: Pearson Education, 2001), p. 78.

1) **The Formula of Active Causative Verbs of Have and Make[27].**

Subject + Have, make + Complement + Bare infinitive (Any tense) (Usually person)

For example: I must have Anton repair the can
She makes his husband accompany her wherever she goes They make me play football this afternoon

Causative have and make are not followed by "to". The verb used is a base verb form or (V1).

2) **The Formula of Active Causative Verbs of Get[28]**

Subject + Get + Complement + To infinitive (Any tense) (Usually person)

For example: she is getting Yuni to clean the house He gets his
friends to help him

Causative "get" is followed by "to" (to infinitive). The verb used is a base verb form or (V1). Hakim also gives the same formula as Faidal gives

3) **The Formula of Active Causative Verbs of Have and Make[29]**

Subject + Have, make + Object + VI

---

[27] Faidal, *op. cit*., p. 389.
[28] Faidal, *op. cit*., p. 390
[29] Ibid., p. 122.

For example: I made him cut my hair yesterday
My father makes me   buy some fruits

As in Faidal‟s formula, in this formula, Causative have and make are notfollowed by "*to*". The verb used is a base verb form or (V1) after the object.

4) **The Formula of Active Causative Verbs of Get[30]**

Subject + Get + Object + To infinitive

For example: I cannot get this child to go to bed
                   I got my teacher to explain the subject matter again

This formula is also same like Faidal‟s. Causative "get" is followed by "to‟ (to infinitive). The verb used is a base verb form or (V1) after the object. And then Pyle also gives the formula of causative verbs.

5) **The Formula of Active Causative Verbs of Have and Make[31]**

Subject + Have/make + Complement + [Verb in simple form] (Any tense) (Usually person)

For example: Mary had John wash the car. (John washed the car) In   this case, Mary caused (request) John to wash the car

---

[30] *Ibid*., p. 122.
[31] Pyle, Muñoz, op. cit., p. 133.

In this case, causative have and make are also not followed by "to". The verb used is a verb in simple form or (V1).

6) The Formula of Active Causative Verbs of Get [32]

Subject + Get + Complement + [Verb in infinitive] (Any tense) (Usually person)

For example: Mary got John to wash the car. (John washed the car)   In   this case, Mary caused (persuade) John to wash the car

In this case too, causative "get" is followed by "to" (to infinitive). The verb used is a base verb form or (V1) after the complement.

c) Passive Causative Verbs

Regarding passive causative verbs, those remember us about passive voice having past participle (V3) forms like passive causative verbs. But this is unlike passive voice sentences that needs "to be" structurally after a subject. This is rather different. Passive causative verbs do not need "to be" after its subject but just put past participle immediately after the subject. Many linguists who give the formulas for passive causative verbs and each formula given is different. Now the formula given by Pyle for passive causative verbs is:

---

[32] *Ibid.*

1) **The Formula of Passive Causative Verbs of Have And Get**[33]

Subject + { Have / Get } + Complement + [Verb in past participle] (Usually thing)

For example: Pat is having her car repaired this week
Rick was having his hair cut when
John called

Based on the above formula, there are only "have" and "get". "Make" is not used in passive causative form. According to him, "make" can be followed only by a clause in the active voice. Beside of that, Hakim also gives formula for passive causative verbs. It is:

2) **The Formula of Passive Causative Verbs of Have, Get And Make**[34]

Subject + { Have / Get / Make } + Object + Past participle

For example: You ought to get your watch repaired
He makes my book revised
I had the electricity cut off

Based on the above formula, all of the causative words (have, get, and make) can be used in causative passive forms. There is no exception. Beside Pyle and Hakim, Faidal also adds the formula for passive causative verbs. He argues that passive causative verbs are causative verb forms which have passive objects after

---

[33] *Ibid.*

[34] Lukman. *loc. cit.*

complement in a sentence structure. The formula given is:

3) **The Formula of Passive Causative Verbs of Have And Get**[35]

Subject +   Have   + Complement + Past participle
Get

           (Any tense)   (Noun)

For example: Irwan is having his hair cut

                My father has the car washed

Based on the above formula, this is also same as the formula Pyle gives. There are only "have" and "get". "Make" is not used in passive causative form. Regarding the formulas of passive causative verbs that have been given by the linguists, it can be concluded that causative „make" can and cannot be used in passive causative verbs

d) **The Implication of Causative Verbs**

Logically, we often interpret the forms of causative verbs (have, make, get, etc) with their base meaning (to possess, to fabricate, to obtain, etc), whereas, those causative words have different meanings and purposes when they are used in a sentence. The words *"Have, make,* and *get"* can be used to express the idea that "X" causes "Y" to do something. When they are used as causative verbs, their meanings are similar but not identical[36].

---

[35] Faidal, *op. cit*., p. 392
[36] Betty Schrampfer Azar, *Understanding and Using English Grammar*, (New York: Pearson Education, 1999), Third Edition, p. 339

For Example : a. I *made* my brother carry my suitcase.

          b. I *had* my brother carry my suitcase

          c. I *got* my brother carry my suitcase

The examples above indicate that in (a): my brother had no choice. I nsisted (coerce) that he carry my suitcase. In (b): my brother carried my suitcase because I asked (requested) him to. In (c) I managed to persuade my brother to carry my suitcase[37]

From the examples above, it can be interpreted that the words of the causative verbs have different implications. The example of (c) indicates the most polite meaning while the example of (a) indicates the strongest meaning like what Pyle says; "make is stronger than have or get. It means force[38].

Causative verbs are also concerned with variation involving the linguistic expression of causation, both across and within language. In this case, Mercedes states the contrast in causative (variation in lexical causative: the causative-inchoative alternation)[39].

For example: the verb in this sentence, open, exhibits the causative-inchoative alternation.

1)   a. Inchoative open

      The door opened

  b. Causative open

      John opened the door

From the example above, the contrast exhibited in the sentence in (1) is aclear illustration of the causative-inchoative alternation in English. The

---

[37] *Ibid.*

[38] Pyle, Muñoz. *Loc. cit*

[39] Mercedes Tubino Blanco, *Causative in Minimalism*, (Philadelphia: John BenjaminsNPublishing Company, 2011), p. 1.

verb open is an alternating verb in that it has two uses: first intransitive (1a), and the second transitive (1b). Verbs exhibiting both transitive and intransitive uses are alternating if the transitive use means "cause to Vintransitive" and „the semantic relationship between the two variants is reflected in the fact that the subject of the intransitive variant and the object of transitive variant bear the same semantic role". Thus, the verb open in (1) participate in the alternation because the transitive sentence in (1b) can be paraphrased as John caused the door to open, and the subject of the intransitive variant in (1a), the door, has the same semantic role than – as in fact identical to, the object of the transitive variant in (1b)[40].

From the explanation above, in reference to the meaning contrast about the usage of causative and inchoative, only causative sentence in (1b) clearly decides the cause beginning the change of state. While in (1a), inchoative sentence, the source that causes the change of state is linguistically omitted.

2. Movie

a) Concept Of Movie

Movie is a medium of education that can demonstrate to the human audio visual so people with such a device would be easier to accept education. Movie is also one of the tools used to deliver the events. A Movie or motion picture includesPhotographs, diagrams, or pictures in a series which projected in a screen by a projector for process in turning in a screen that cause appearance in screen look

---

[40] Mercedes, op. cit., p. 1-2.

natural movement (Sharon and Weldon)[41]. There are many kinds of movie. That are action movie, adventure movie, comedy, horror, musical and etc. Action films are a film genre where action sequences, such as fighting, stunts, car chases or explosions, take precedence over elements like characterization or complex plotting. Second is adventure movie. This movie usually exciting stories, with new experiences or exotic locales. It is very similar to or often paired with the action film genre. They can include traditional swashbucklers, serialized films, and historical spectacles, searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts, disaster films, or searches for the unknown. Comedy movie is a movie that inside of movie deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters. There are some forms of comedy through cinematic history, including slapstick, screwball, spoofs and parodies, romantic comedies, etc. Horror films are designed to frighten viewer. It often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience. They are often combined with science fiction when the menace or monster is related to a corruption of technology, or when Earth is threatened by aliens.

The fantasy and supernatural film genres are not usually synonymous with the horror genre. There are many sub-genres of horror movie, these slasher, teen terror, serial killers, zombies, Satanic, Dracula, Frankenstein, etc. And the last is about musical movie. Musical movie is a movie with cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the

---

[41]Zenger Sharon, Wenger F. Weldon. Ways to Teach, a Quick Reference for Teachers. California: Crescent Publication 1977 p. 23

film narrative), or they are films that are centred on combinations of music, dance, song or choreography. Major subgenres include the musical comedy or the concert film. From many types of movies, watching fantasy film can be a challenge for viewer itself.

b) **Benefits of Movie in Language Teaching**

Movie also known as a film, is one of types in visual communication. It shows the moving pictures that tell a story in a cinema or on television. In this way, language learning will become more enjoyable because movie is not only as interesting media in learning but also it can be introduced for the people with educational value. Movie are great for visual learners. Every student has their own unique learning style. Sometimes auditory learning or learning through reading doesn't come easily to student. Movie are great resource for visual learners because they enable them to understand concepts without the barriers that hinder learning. A movie or motion picture include Photograph, diagrams, or pictures in a series which projected in a screen by a projector for process in turning a screen that cause appearance in screen look natural movement. [42] So, in learning language movie is very important and very influence learners because not only one that we can learn from movie but it also many things. Using movie as media is improve student knowledge. Furthermore, Movie makes student familiar with conversations by hearing it on movie it also makes learners have many vocabularies they can use

---

[42] *Ibid*

Reference

A. Faidal Rahman Ali, (2007*). Fundamentals of English Grammar: A Practical   Guide*, Yogyakarta: Pustaka Widyatama

A. Pyle, Mary Ellen Muñoz. (1991). *Test of English as A Foreign Language*, New   York: John Willey & Sons (SEA) PTE LTD.

Amiruddin. (2017). *Language is Art and Culture*. Medan : Journal Tarbiyah UIN

Ary, Donald. (2002). *Introduction to Research in Education*. USA: wordworth   group.

Bambang, Setiyadi. (2006). *Metode Penelitian Untuk Bahasa Asing*. Yogyakarta: GrahaIlmu

Betty, Schrampfer Azar, (1999). *Understanding and Using English Grammar*,   New York:Pearson Education.

Donald Ary, et al. (2009). *Introduction to Research in Education 8th ed*. Belmont: Wadsworth Cengage Learning.

Eri Fathony Handoyo,   (2013). *An Error Analysis on The Use of Causative Verb*.   Jakarta

Faidal, op. cit

Geoffrey, Benita Cruickshank, and Roz Ivanič. (2001). *An A-Z of English   Grammar & Usage*, Harlow: Pearson Education.

George, Yule. (2000). *Pragmatics*. UK: Oxford University Press

Ibid

Jacob L, Mey. (2001). *Pragmatics: An Introduction*. USA: Blackwell Publishing

Lukman, Hakim. (2007). *A Concise English Grammar*, Jakarta: Sentra Media

Lexy. J. Moleong, Op.cit.

Miles,M.B.,&Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd ed)*. Thousand Oaks,CA:Sage Publications.

Mushtaq, H., & Zehra, T. (2016). *Teaching English Grammar through Animated Movies*. NUST Journal of Social Sciences and Humanities

Mercedes, Tubino Blanco, (2011). *Causative in Minimalism*, Philadelphia: John Benjamins Publishing Company.

Ngalim Purwanto. M. (2011). *Psikologi Pendidikan*, Bandung: PT. Remaja Rosdakarya

Otong Setiawan, (2008). *Functional English Grammar*, Bandung: Margahayu Permai.

Praninskas, J. Rapid. (1980). *Review of English Grammar (Second Edition)*. New Delhi: Prentice-Hall, Inc,

Pyle, Muñoz, op. cit

Roger W. Shuy, Charles-James N. Bailey, (1974). *Toward Tomorrow"s Linguistic*. Washington: Georgetown University Press.

Sari, A., & Sugandi, B. (2015). *Teaching English through English movie: Advantages and disadvantages*. The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language.

Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung: PenerbitAlfabeta

Stephen C, Levinson. (1992). *Pragmatics*. UK: Cambridge

Syahfutri Marlina, (2019). *Error Analysis of Using Causative Verb*. Samudera University.

William, J. D. (2005). *The Teacher's Grammar Book.* New Jersey: Lawrence   Erlbaum Associates, Publishers

Yueru Ni, (2012). *Categories of Causative Verbs: a Corpus Study of Mandarin   Chinese*, 2012.

Zenger Sharon, Wenger F. Weldon. (1977). *Ways to Teach, a Quick Reference for   Teachers*. California: Crescent Publication