THE CAUSATIVE VERBS ANALYSIS ON "TO KILL A MOCKINGBIRD" A NOVEL BY HARPER LEE

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Abstract

A causative verb is employed to indicate that the subject is not directly responsible for the action taking place. The choice to analyze causative verbs stems from the writers' interest in understanding how native English speakers structure these verbs, as each causative verb—have, get, make, and let—possesses a similar meaning but differs in usage. Consequently, the aim of this research is to determine the forms and types of causative verbs utilized in the novel "To Kill a Mockingbird." The research adopts a descriptive qualitative method. The findings reveal a

total of 55 forms and types of causative verbs in the novel. Specifically, the forms of causative verbs are distributed as follows: "have" is found four times, "get" is found three times, "make" is found 20 times, and "let" is found 28 times. Among all the identified forms, "let" is the most frequently employed causative verb in the novel. Furthermore, the analysis of the types of causative verbs yields a total of 55 instances. Among the active causative verb types, "have" is found three times, "get" is not found, "make" appears 20 times, and "let" is found 28 times. In contrast, the passive causative verb types include "have" found once, "get" occurring three times, "make" not found, and "let" not found in the novel. Among the active causative verb types identified, "let" is the most prevalent, while among the passive causative verb types, "get" is the most frequent.

Keywords: *Causative Verb, Analysis, To Kill a Mockingbird, Novel, Harper Lee*

A. Introduction

Language serves as a medium through which individuals convey their ideas and emotions, enabling human beings to interact and connect in their daily interactions. Given its significance, language is among the earliest skills acquired by humans from birth. Moreover, it sets humans apart from other beings, as it empowers us to articulate our thoughts and sentiments in the intricate manner we do. Undoubtedly, the absence of language would severely restrict our ability to express ourselves in the manner we presently do.

Within the realm of linguistics, various branches focus on the study of English, including Phonology, Morphology, Syntax, Semantics, and more. According to Radford (1997), grammar is traditionally divided into two

closely related areas: Syntax and Morphology. Syntax involves the formation and comprehension of phrases and sentences, while Morphology examines the creation of words from smaller units called morphemes. In the domain of English Syntax, there exists a particular area known as causative verbs, which explores the structure of sentences that express the notion of one entity indirectly causing an action, rather than directly performing it. This construction introduces an additional participant, referred to as the causer, into the sentence, resulting in a distinctive pattern within English Syntax.

The analysis of causative verbs is chosen by the writers because they are interested in understanding how native English speakers structure these verbs. Another reason is the importance for non-native English speakers to learn the appropriate structure when writing or discussing situations where someone else performs an action for us or another person. Each causative verb, such as have, get, make, and let, possesses distinct forms and levels of usage, despite having similar meanings. Cultural differences in language add complexity, as in Indonesia, where the meaning of causative verbs differs from the conventional understanding. In Indonesia, people and students commonly associate have with "mempunyai," make with "membuat," and get with "mendapatkan." Due to these reasons, studying causative verbs can be challenging. Therefore, analyzing how native speakers structure causative verbs becomes a valuable approach for acquiring proper usage and ensuring correct application of these verbs.

The novel selected by the writers is Harper Lee's "To Kill a Mockingbird" due to its rich collection of causative verbs, making it an ideal resource for analysis. Moreover, the novel provides ample written

material that enables the writers to delve deeply into the study of causative verbs. Another factor influencing the choice is the presence of a theme centered around racial discrimination, depicting the oppression of marginalized individuals by those in positions of power. Furthermore, this novel holds remarkable acclaim as one of the most successful and widely read literary works in the United States. With its captivating narrative and Harper Lee's exceptional writing style, the novel has sold over 40 million copies and been translated into 40 different languages.

There are two objectives of this research. Firstly, it aims to identify the specific forms of causative verbs employed in Harper Lee's novel "To Kill a Mockingbird." Secondly, it seeks to categorize and determine the types of causative verbs utilized within the same novel.

B. Literature Review

Causative verbs are utilized to portray situations where one entity or individual prompts another entity or individual to perform an action. In such verbs, the subject does not personally execute the action but instead arranges for an agent to carry it out. The subject may engage in requesting, attempting to persuade, granting permission, or even coercing the agent to undertake the action.

According to Cruickshank and Ivanic (2001: 78), causative verbs are a category of verbs that convey the concept of 'cause and result,' signifying that someone or something is responsible for making something happen or bringing about a change. In English, there are four significant causative verbs: make, get, have, and cause.

As mentioned by Joshi (2014: 1), a causative verb involves a person or thing that does not directly

perform an action. Instead, they bring about the action by means of coercion, persuasion, assistance, and so on. The agent, who can be another person or thing, is the one responsible for carrying out the action. In this context, the subject, whether a person or thing, does not personally execute the action but rather has it performed by an agent.

The five primary causative verbs of significance are the causative verb "have," the causative verb "get," the causative verb "make," the causative verb "let," and the causative verb "help." Causative verbs can be classified into two types: active causative and passive causative. Passive causatives are employed to shift the focus away from the doer of the action and place greater emphasis on the action itself (Joshi, 2014: 4-5).

According to Azar & Hagen (2017: 348-349), the causative verbs make, have, and get are employed to convey the notion that "X" induces or influences "Y" to perform an action. While these verbs share similar meanings when used causatively, they are not entirely identical. Make is utilized when there is a desire to compel or enforce someone to do something on our behalf. Have is employed when there is a customary expectation for someone to perform an action for us. On the other hand, get is used when there is an intention to persuade or convince someone to do something for us. Let, in contrast, is followed by the simple form of a verb. Past participles are employed after have and get to impart a passive meaning to the sentence.

Moving forward, the forms of causative verbs, according to Azar & Hagen, are outlined below:

1. Causative Verb – Have

Causative verb "have" gives the idea that "X" requests "Y" to do something.

Active Causative Structure

Subject + Have + Agent + Base Form of Verb + Object

Example:

a. I have her cook my dinner. (present)
b. I had her cook my dinner. (past)
c. I will have her cook my dinner. (future)

Passive Causative Structure

Subject + Have + Object + Past Participle Form of Verb + [by + Agent)

Example:

a. I have my dinner cooked by her. (present)
b. I had my dinner cooked. (past)
c. I will have my dinner cooked. (future)

2. Causative Verb – Get

Causative verb "get" gives the idea that "X" persuades "Y" to do something.

Active Causative Structure

Subject + GET + Agent + To Infinitive (Base Form of Verb) + Object

Example:

a. I get him to play my guitar. (present)
b. I got him to play my guitar. (past)
c. I will get him to play my guitar. (future)

Passive Causative Structure

Subject + GET + Object + Past Participle Form of Verb + [by + Agent]

Example:

a. He gets the guitar delivered from the music store. (present)
b. He got the guitar delivered from the music store. (past)
c. He will get the guitar delivered from the music store. (future)

3. Causative Verb – Make

Causative verb "make" gives the idea that "X" gives "Y" no choice.

Active Causative Structure

Subject + MAKE + Agent + Base Form of Verb

Example:

a. They make him study. (present)
b. They made him study. (past)
c. They will make him study. (future)

4. Causative Verb – Let

Causative verb "let" gives the idea that "X" gives permission to "Y".

Active Causative Structure

Subject + LET + Agent + Base Form of Verb + Object

Example:

a. He let me drive his new car. (present)
b. He let me drive his new car. (past)
   He will let me drive his new car. (future)

C. Method of Investigation

The writers of this research employ a descriptive qualitative method. The primary source of data for the study is the novel "To Kill a Mockingbird" written by Harper Lee. The data collection technique utilized by the writers is *Simak Bebas Libat Cakap* (SLBC) method. The data for this study are extracted from the aforementioned novel, specifically focusing on the forms and types of causative verbs. Purposive sampling is the technique employed to select data that meet the predetermined criteria established by the writers for analysis.

To conduct the data analysis, the writers follow a series of steps. These steps include reading the novel "To Kill a Mockingbird," re-typing the

novel to obtain the research data, identifying the causative verbs present in the novel, classifying the sentences to determine the specific causative verbs and their types, and finally, drawing conclusions from the analysis by interpreting the findings.

D. Findings and Discussion

In this study, the writers have identified a total of 55 forms and 55 types of causative verbs in the novel "To Kill a Mockingbird." These causative verbs are further categorized into active and passive causative forms. The writers find four forms of Causative Verb realized in the novel "To Kill a Mockingbird" written by Harper Lee. They are "have", "get", "make", and "let".

1. Have

There are four causative verbs "have" found in the novel "To Kill a Mockingbird" written by Harper Lee.

a. *She had Jessie fix you this box* (page 64).
b. *Old Mr. Bob Ewell accused him of rapin' his girl an' had him arrested an' put in jail* (page 69).
c. *She'da had the sheriff after me but he was at the hearing* (page 118).
d. *Miss Rachel next door had Aunty over for coffee in the Afternoons* (page 72)

2. Get

The writers find three causative verb "get" in the novel "To Kill a Mockingbird" written by Harper Lee.

a. *Hale Finch was ten years younger than my father, and chose to study medicine at a time when cotton was not worth growing; but after getting Uncle Jack started, Atticus derived a reasonable income from the law* (page 6).
b. *Dill wanted to get himself killed* (page 10).

c. *They got anything done* (page 35).

3. Make

There are twenty causative verbs "make" found in the novel "To Kill a Mockingbird" written by Harper Lee.

a. *Dill gave us the idea of making Boo Radley come out* (page 8).

b. *He wouldn't make me go* (page 46).

c. *Jem said if I didn't go with him he'd make me* (page 109).

d. *I suppose she chose me because she knew my name; as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock-market quotations from The Mobile Register aloud, she discovered that I was literate and looked at me with more than faint distaste* (page 12).

e. *I made him get a page of the Bible every day* (page 70).

f. *As we came to the live oaks at the Radley Place I raised my finger to point for the hundredth time to the knot-hole where I had found the chewing gum, trying to make Jem believe I had found it there, and found myself pointing at another piece of tinfoil* (page 21).

g. *Mrs. Dubose would catch him and make him spell it out* (page 61).

h. *Dill's eyes alive with complicated plans to make Boo Radley emerge* (page 65).

i. *Nobody's about to make you go anywhere* (page 78).

j. *Dill had hit upon a foolproof plan to make Boo Radley come out at no cost to ourselves* (page 80).

k. *Atticus stood trying to make Jem mind him. "I*

ain't going," *was his steady answer to Atticus's threats, requests, and finally, "Please Jem,take them home."* (page 84).

l. *The Negro woman tugged his hand to <u>make</u> him stop* (page 89).

m. *Miss Caroline Fisher, our teacher, hauled me up to the front of the roomand patted the palm of my hand with a ruler, then <u>made</u> me stand in the corner until noon* (page 12).

n. *I'd have <u>made</u> you go read to her* (page 64).

o. *She <u>made</u> me soap all over twice* (page 66).

p. *She <u>made</u> me wear a petticoat* (page 66).

q. *Jem <u>made</u> me take Dill out* (page 109).

r. *He <u>made</u> me stop again* (page 141).

s. *He said it began the summer Dill came to us, when Dill first gave us the idea of <u>making</u> Boo Radley come out* (page 6).

t. *Mr. Finch, don't tell Aunt Rachel, don't <u>make</u> me go back, please sir!* (page 78).

4. Let

The writers find 28 causative verb "let" in the novel "To Kill a Mockingbird" written by Harper Lee.

a. *Atticus's only answer was for him to mind his own business and <u>let</u> the Radleys mind theirs* (page 9).

b. *She <u>let</u> me watch her fix supper* (page 18).

c. *You run along now and <u>let</u> me get supper on the table* (page 18).

d. *Dill stopped and <u>let</u> Jem go ahead* (page 32).

e. *Jem would <u>let</u> us pause to rest* (page 32).

f. *Jem <u>let</u> me do the honors* (page 35).

g. *Atticus <u>let</u> him carry once a week* (page 36).

h. *I'll <u>let</u> you know when* (page 41).

i. *Miss Maudie had once <u>let</u> me see it* (page 43).

j. *I interrupted to make Uncle Jack <u>let</u> me know*

when he would pull it out (page 45).

k. *He <u>let</u> Jem and me run wild* (page 50).

l. *Atticus Finch <u>let</u> her children run wild (*page 58).

m. *I would wait and <u>let</u> Calpurnia answer them* (page 68).

n. *She's never <u>let</u> them get away with anything* (page 76).

o. *Judge Taylor <u>let</u> her cry for a while* (page 98).

p. *Atticus resumed his stroll to the windows and <u>let</u> Judge Taylor handle this one* (page 100).

q. *"Aw, Atticus, <u>let</u> us come back," pleaded Jem." (*page 114).

r. *"Reckon Aunty'll <u>let</u> me eat these in the dining room?"* (page 117).

s. *She had <u>let</u> Calpurnia serve today* (page 125).

t. *Atticus would <u>let</u> me pump its bellows while he picked out a tune with one finger* (page 127).

u. *I'd <u>let</u> Tom Robinson go so quick the Missionary Society wouldn't have time to catch its breath* (page 128).

v. *They're perfectly willing to <u>let</u> him do what they're too afraid to do themselves* (page 129).

w. *They're perfectly willing to <u>let</u> him wreck his health doing what they're afraid to do* (page 129).

x. *I <u>let</u> Atticus know I knew* (page 132).

y. *This was the first he had <u>let</u> us know he knew a lot more about something than we thought he knew* (page 132).

z. *Our classmates mercifully <u>let</u> us forget our father's eccentricities* (page 136).

aa. *"You know Atticus wouldn't <u>let</u> you go to the schoolhouse by yourself,"* (page 138).

bb. *"You can pet him, Mr. Arthur, he's asleep. You couldn't if he was awake, though, he*

wouldn't <u>let</u> you..." (page 151).

Table 1. Data Interpretation

No	Causative Verbs	Forms of Causative Verbs	Types of Causative Verbs	
			Active	Passive
1	Have	4	3	1
2	Get	3	-	3
3	Make	20	20	-
4	Let	28	28	-

The table presented above provides an interpretation of the data, revealing that the causative verb "have" is identified four times, "get" is found three times, "make" appears 20 times, and "let" appears 28 times in the novel "To Kill a Mockingbird." Among all the identified forms of causative verbs, "let" is the most frequently utilized causative verb in the novel.

Additionally, the table above demonstrates the distribution of types of causative verbs. In terms of active causative verbs, "have" is identified three times, "get" is not found, "make" appears 20 times, and "let" is found 28 times in the novel "To Kill a Mockingbird." On the other hand, for passive causative verbs, "have" is found once, "get" appears three times, "make" is not found, and "let" is not found in the novel. Among all the active causative verb types observed, "let" is the most frequently used, while "get" is the most frequently used among the passive causative verb types. It is worth noting that the active causative verb "get" and the passive causative verbs "make" and "let" are not identified in the novel for the purposes of this research.

E. Conclusion

Following the completion of the data analysis, the subsequent step involves drawing conclusions. Based on the findings presented in the preceding section, it can be concluded that the novel "To Kill a Mockingbird" by Harper Lee contains a total of 55 instances of causative verbs. Specifically, the forms of the causative verb "have" are found four times, "get" is found three times, "make" is found 20 times, and "let" is found 28 times in the novel. Among all the identified forms of causative verbs, "let" is the most frequently used in the novel.

Furthermore, the analysis of the types of causative verbs reveals that in the category of active causative verbs, "have" is found three times, "get" is not found, "make" appears 20 times, and "let" is found 28 times in the novel "To Kill a Mockingbird." Regarding passive causative verbs, "have" is found once, "get" appears three times, "make" is not found, and "let" is not found in the novel. Among the active causative verb types identified, "let" is the most frequently used, while among the passive causative verb types, "get" is the most frequently used in the novel. It is important to note that for this particular study, the active causative verb "get" and the passive causative verbs "make" and "let" are not encountered in the novel.

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