AN ANALYSIS OF PHRASAL VERB ERRORS USED BY FIFTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF IAIN BENGKULU

(A Descriptive Qualitative Study on Students Phrasal Verb Errors at Fifth Semester Students of English Study Program of IAIN Bengkulu in Academic Year 2018/2019)

THESIS

Submitted as A Partial Requirements for the Degree of S.Pd (Sarjana Pendidikan) in English Education Study Program

By:

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ENGLISH EDUCATION STUDY PROGRAM

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

A lesson without a pain is meaningless.

That is because no one can gain without sacrificing something.

But by enduring that pain and overcoming it,

he shall obtain a powerfull, unmatched heart.

(Edward Elric)

It is not uncommon for people

to spend their whole life waiting to start living.
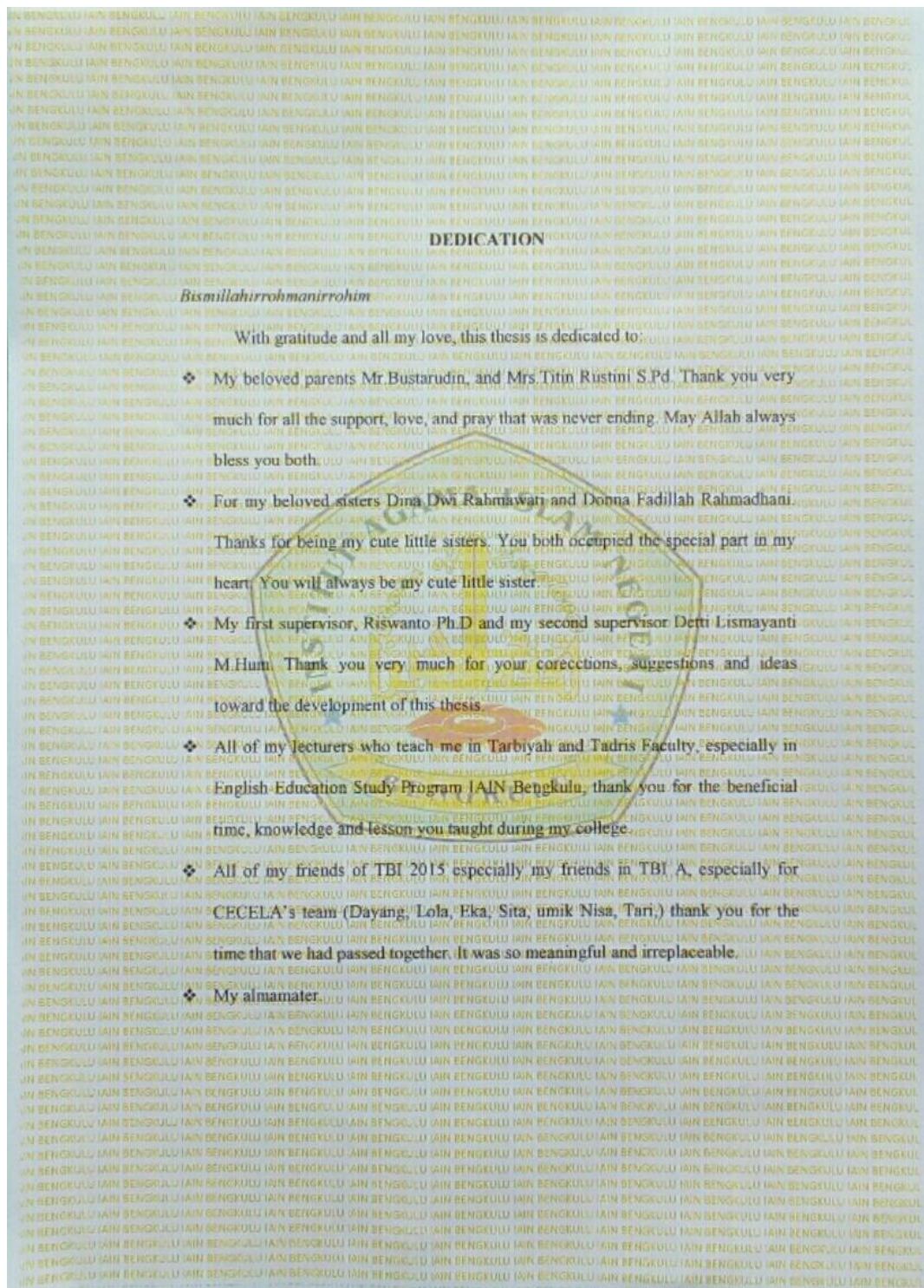
(Eckhart Tolle)

No matter how gifted, you alone cannot change the world.

(L. Lawlieth)

Have a cup of tea, eat your potatoes and talk to your love one.

Your pain will gradually disappear.

(Dini Mona Monika)

DEDICATION

Bismillahirrohmanirrohim

With gratitude and all my love, this thesis is dedicated to:

❖ My beloved parents Mr.Bustarudin, and Mrs.Titin Rustini S.Pd. Thank you very much for all the support, love, and pray that was never ending. May Allah always bless you both.

❖ For my beloved sisters Dina Dwi Rahmawati and Donna Fadillah Rahmadhani. Thanks for being my cute little sisters. You both occupied the special part in my heart. You will always be my cute little sister.

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❖ My almamater.

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PRONOUNCEMENT

Name   : Dini Mona Monika
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I hereby sincerely state that the thesis entitled "An Analysis of Phrasal Verb Errors Used by Fifth Semester Students of English Study Program of IAIN Bengkulu (A Descriptive Qualitative Study at the Fifth Semester Students of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,   2020

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ABSTRACT

Dini Mona Monika (2019). An Analysis of Phrasal Verb Errors Used by Fifth Semester Students of English Study Program of IAIN Bengkulu. *(A Descriptive qualitative Study at The Fifth Semester Students of English Study Program of IAIN Bengkulu in Academic Year 2018/2019).* Tarbiyah and Tadris Faculty. Supervisor 1 : Riswanto, Ph.D; and Supervisor 2:Detti Lismayanti M.Hum.

Key Word : *Error, Error Analysis, Phrasal Verb.*

The aim of this research is to find out the most typical errors made by the fifth semester students of English Education Study program of IAIN Bengkulu in using phrasal verb, and the possible factors which causes the errors. This research applied descriptive qualitative method. The population of this research were The Fifth Semester which consist of 28 Students from C class of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019. The data were collected by admistered the test of phrasal verb. The result of the reseacrh showed the students made four types of errors. First, errors of *misformation* which became the most dominant errors made by students in using phrasal verb with 47,02% and errors of *misordering* occupied the second place of type of errors with 42,55% and followed by error of *addition* with 8,03%. Then followed with errors of *omission* with 2,38 %. Based on the result from observation cheklist was found that the major causes the students made errors in using phrasal verb was because their insufficient knowledge of phrasal verbs and also because inattention of phrasal verb learning. Moreover the Interview result ensure that the lack knowledge of phrasal verb became the main condition which cause the students made many errors. Then the interview also revealed that lack concentration and anxiety became another causes underlying errors. Most students could not concentrate well because they are forgotten how to construct the correct phrasal verb, they have forgotten the rules of the phrasal verb.

ABSTRAK

Dini Mona Monika. (2019). An Analysis of Phrasal Verb Errors Used by Fifth Semester Students of English Study Program of IAIN Bengkulu. *(Penelitian Descriptif Pada Mahasiswa Semester Lima Program Studi Bahasa Inggris IAIN Bengkulu Tahun Ajaran 2018/2019)*. Fakultas Tarbiyah dan Tadris. Pembimbing 1 : Riswanto, Ph.D; and pembimbing 2:Detti Lismayanti M.Hum.

Kata Kunci : *Kesalahan, Analisis Kesalahan, Phrasal verb*

Penelitian ini bertujuan untuk menemukan jenis kesalahan yang paling dominan yang dibuat oleh mahasiswa semester lima program studi Bahasa Inggris IAIN Bengkulu dalam menggunakan phrasal verb, dan faktor yang memungkinkan menjadi penyebab kesalahan. Penelitian ini menggunakan metode deskriptif qualitatif. Popilasi penelitian ini adalah mahasiswa semester lima program studi Bahasa Inggris tahun ajaran 2018/109 yang terdiri dari 28 siswa dari kelas C. Data dikumpulkan dengan memberikan test phrasal verb. Hasil dari penelitian menunjukkan siswa melakukan empat jenis kesalahan. Pertama, kesalahan *misformation* yang mana menjadi kesalahan yang paling dominan dilakukan siswa dalam menggunakan phrasal verb dengan 47,02 % dan kesalahan *misordering* menempati tempat kedua dengan 42,55 % dan diikuti oleh kesalahan *addition* dengan 8,03 %. Selanjutnya diikuti dengan kesalahan *omission* dengan 2,38%. Berdasarkan hasil observasi ceklis ditemukan bahwa penyebab utama siswa melakukan banyak kesalahan dalam menggunakan phrasal verb karena kurangnya pemahan mereka dalam phrasal verb, dan juga karena kurangnya perhatian dalam pembelajaran phrasal verb. Selain itu hasil wawancara memastikan bahwa kurangnya pengetahuan phrasal verb menjadi faktor utama siswa membuat banyak kesalahan. Selanjutnya dari hasil wawancara juga ditemukan bahwa kurang konsentrasi dan kecemasan juga penjadi penyebab kesalahan. Kebanyakan siswa tidak dapat berkonsentrasi dengan baik karena mereka lupa tentang bagaimana menyusun phrasal verb yang benar, mereka lupa aturan dari phrasal verb.

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Alhamdulillahirabbil'alamiin. First of all the researcher would like to express her gratitude to Allah SWT, the almigthy that has given great hidayah, mercy, huge patience and chance during she wrote this thesis entitled " *An Analysis of Phrasal Verb Errors Made By Fifth Semester Students of English Study Program of IAIN Bengkulu* (*A Descriptive Qualitative Study at the Fifth Semester Students of English Study Program of IAIN Bengkulu in Academic Year 2018/2019*). This thesis is as one of the requirements to get degree (sarjana) in Tadris Departments of English Education Study Program of IAIN Bengkulu.

Shalawat and *Salam* is also sent to Prophet Muhammad SAW. Who had changed everything from the darkness to the modern life with great education like this age. In this chance the researcher would like to express her deep gratitude for many people who has given her the spirit, motivation, idea, guided and support along the process in completing this thesis. The researcher presents her sincere appreciation to :

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Bengkulu.
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It is hoped that this thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better.

Bengkulu,   January 2020

Dini Mona Monika
The Researcher

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CHAPTER I

INTRODUCTION

A. Background

The development of second language learning has always been an interesting topic to discuss. The influence of English in Indonesia has become very fundamental and important since it is also used as lingua franca in a multilingual implementing country. Many benefits will be offered in mastering English so that is why many people are interested in learning deeply about English which is also known as an international language and also becomes increasingly popular.

The breadth of the use of English makes EFL students who learn a second language which is not their native language will find various difficulties and errors in the process of mastering them, since errors that are a natural part of the second language learning.

As Corder (1967) stated a learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language. [1]

People sometimes difficult to differentiate between errors and mistake, according to Brown (1980), there are differences between error and mistakes he said that errors are systematic in their nature (linguistic rules are wrongly perceived and learned) while mistakes present unsystematic performance errors

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[1] Rijalda Dizdarevic. Contrastive analysis, interlanguage theory, Academia Edu Journal, Vol.1.P.2.

such as slips of the tongue. Teachers should concentrate on errors (systematic violations of the rules) and not on mistakes (slips).[2]

Traditionally, the attitude to errors was a sign that the learner had not yet mastered the rules he was taught and that they were, therefore, to be dealt with by repeating the explanation until they disappeared.[3] So errors have long been banned and seen as an indication of low progress on the part of the language learner. But errors are not always bad as S. PitCorder's (1974) defines errors not as "bad habits" to be eradicated, but as sources of insight into the learning processes.[4] In fact, mastering language grammar is not easy to attain.

Many of the EFL students make errors and various difficulties in the process of learning a second language especially in grammatical shutters like in phrasal verb. White (2012) contends that one of the grammatical elements that difficult for EFL/ESL learners is English Phrasal Verb.[5] Many of EFL students experience errors in using and understanding of phrasal verbs so too students in college. The lack of knowledge in understanding the grammar makes students find difficulties in mastering a second language. The speaking and writing ungrammatical sentences make students confused to understand the meaning of information within.

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[2] Rijalda Dizdarevic. Contrastive analysis, interlanguage theory, Academia Edu Journal, Vol.1.P.3.

[3] S.P. Corder. Error Analysis in Interlanguage and Second Language Aquisition. Cambridge University Press ,Vol.8,2008,.P.201.

[4] Saville-Troike, M. & Barto, K. The Linguistics of Second Language Acquisition. In *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press Journal, 2016, P.38.

[5] Bronshteyn, Karen Cathcart and Gustafson, Tom. The Acquisition of Phrasal Verbs in L2 English: A Literature Review, St. Cloud State University Journal, Vol.4, 2015.P.92

According to Celce-Murcia & Larsen-Freeman(1983), the English phrasal verb is defined by traditional grammarians as a verb followed by a particle. According to Lu Zhi (2015) Phrasal verbs, accounting for a large proportion in modern language, pose numerous challenges to foreign language learners of English, who usually view verb + particle combinations random. A phrasal verb is also defined as a combination of a verb and a preposition, a verb, and an adverb, or both.[6] The issue of unpredictability is a problem for English learners.[7] The meaning of some phrasal verbs is pretty obvious, but for many verbs, the meaning is not what it seems.

The basic meanings of the verbs of phrasal verb in a reference to concrete action but when they are part of the phrasal verb they often have abstract meaning too.[8] Because of Phrasal Verb are unpredictable, polysemous, frequent, and non-universal, English phrasal verbs become the problems for EFL students. Those also become the reason why EFL students commit errors in using the phrasal verb. For example, the student's common errors also found in the phrasal verb: "*We put off it"* is incorrect because if the phrasal verb is separable, a Pronoun object comes between the verb and the particle, as in. And it should be *We put it off (Vb + Pronoun + Particle)*. Another example of the English phrasal verb that has multiple meanings. For example, the meaning of the combination *makes + up* varies in *make up a story, make up after an argument, make up one's face, make*

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[6] Salman A Al-Nasarat. The Dilemma of Learning Phrasal Verbs among EFL learners. Al Hussein bin tala university, Jordan, Vol.9, 2018, P.119。

[7] LU Zhi. A View of Research on English Polysemous Phrasal Verb. Journal of Literature and Art Studies. Vol. 5, 2015, P.649

[8] Michael McCarty, Felicity O'Dell. (2004) English phrasal verb in use. Cambridge university press, P.8

up the difference, *make up a bed*, *make up for something* and *make it up to someone*.

For this reason, an error analysis is needed to find the most typical errors that made by students in using phrasal verb. It will help them to know the area of the phrasal verb that they usually made errors and reduce the errors they made. Error Analysis or (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in the second language (L2).[9]

The researcher conducted a preliminary interview at the Fifth Semester Students of English Study Program of IAIN Bengkulu on July 22, 2019. Most respondents said that mastering and learning deeply about Phrasal Verb is important especially for them as an English teacher candidate. But it can not be denied some of them still committed errors while using the phrasal verb. From the interview, the researcher knows that some of the respondents can give the example the word of the phrasal verb like they know *Take-off* is a phrasal verb but do not know exactly the definition of the phrasal verb and some of the respondents totally do not know what it is.

When the researcher changes the questions over "Do you know the types of the phrasal verb" most of the respondents did not know it. Some respondent also said that they are did not realize the word that they usually read or find is the phrasal verb they also forget that they are already learned about phrasal verb

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[9] Saville-Troike, M. & Barto, K. The Linguistics of Second Language Acquisition. In *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press Journal, 2016, P.39.

meanwhile another respondent said that they have learned about phrasal verb but did not repeat it and end up with forget and committed errors while using it.[10]

This is what the researcher wants to describe: An Analysis of Phrasal Verb Errors Used by Fifth-Semester Students of English Study Program of IAIN Bengkulu. Therefore, this paper tries to find types of errors committed by students in using the phrasal verb and the possible factors or condition which cause the error. The researcher uses the theory surface strategy taxonomy by Dulay (1982) that highlights four types of errors that are misformation, misordering, omission, and addition. In this research, the researcher will analyze the phrasal verb errors used by students to give them a test and observation checklist and interview relating to the phrasal verb. The researcher chooses the fifth-semester students because their skill in grammatical use is already at an intermediate level, besides there are students that still confuse at choose the proper particle, and also make some errors in using the phrasal verb.

B. Identification of the Problems

Based on the explanation of the background above the researcher found some problems that are included: Students find various difficulties in the process of mastering the second language especially in using phrasal verb since it is not their native language and they still do not familiar with phrasal verb yet.

Students face the difficulties in using phrasal verb because of the large amount of phrasal verb, it makes it difficult to memorize and also because they are unpredictable, polysemous, frequent, and non-universal.

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[10] Mira, Ovel, Zeni, Ririn, Meilani. Fifth-Semester students of English study program of IAIN Bengkulu interviewed on July 22, 2019.

C. Limitation of the Problems

This study concern in Analyze the types of error committed by students in using the phrasal verb and the possible condition or factors which cause the errors based on Dulay (1982) theory. In this research researcher only focus on the area of the surface strategy taxonomy by Dulay (1982). And only focus on intransitive phrasal verb.

D. Research Questions

Based on the background and identification problem above the researcher found some problems which are formulated in the following questions :

1. What are the most typical errors made by students in using phrasal verb?
2. What condition that made them commit such errors?

E. Research Objectives

The objective of this research is to analyze the phrasal verb errors used by fifth-semester students of English study program of IAIN Bengkulu.

F. Significance of the Study

The significances of this research study are:

1. Theoretical Benefits

Theoretically, the researcher is expected to enrich the comprehension in analyzing the phrasal verb as one of the linguistics fields. And it can improve the writer's knowledge as well.

2. Practical Benefits

The research findings of the study can be useful for both students and teachers. The researcher findings can be used as the prior investigation by teachers to detect students' errors in phrasal verb and afterward to design lessons or strategies of teaching to treat the errors. After being told or given feedback on their errors in using a phrasal verb, the students will be aware of their errors and they are expected not to do the same errors next time.

G. Definition of Key Terms

In this study, some key terms need to be clarified to avoid misconceptions. The key terms which are the following:

1. Phrasal Verb

According to oxford dictionaries, A phrasal verb is a verb that is made up of the main verb together with an <u>adverb</u> or a <u>preposition</u> or both. Typically, their meaning is not obvious from the meanings of the individual words themselves.

Celce-Murcia & Larsen-Freeman(1983), the English phrasal verb is defined by traditional grammarians as a verb followed by a particle. In addition Wishon and Burk state that phrasal verb is combinations of verbs and particles that regularly occur together and usually have a meaning of their own different from that of either of the components parts.[11]

From the definition above it is means that A Phrasal Verb is a verb formed from two (sometimes three) parts a verb and an adverb or preposition. Most are formed from a small number of common verbs (such *as to get, go, come, put* and

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[11] Fery Teguh Susanto. 2015. An error analysis of translating. FKIP UMP.

set) and a small number of adverbs and prepositions (such as *away, out, off, up* and *in*). Phrasal verbs oftentimes have meanings that can easily be guessed (such as *take-off*, *sit down* or *look for*). But in most cases their meanings are quite different from the meaning of the verb they are formed from: for example, *hold up* can mean to cause a delay or to try to rob someone and has no obvious connection with the idea of holding something.

In this research, the researcher analyzed the most typical errors in using two types of phrasal verb those are separable and inseparable phrasal verb which made by fifth-semester students of English Study Program of IAIN Bengkulu.

2. Errors

There are many definitions of errors which are provided by a linguist. Some of them are from Dulay, Burt, and Krashen (1982) that said people can not learn a language without first systematically committing errors.Also in his book *Language Two* Dulay defines errors as the flawed side of learners' speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.[12] In other words, it can not be denied if the learner commited the errors in learning a language. Since errors are systematic deviations because the learners still developing their knowledge of the second language rules. The errors were flawed in learners' speech and writing. Brown states that An investigation into the types of errors reveals that the sources

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[12] Heidy C Dulay, Marina Burt, Stephen Krashen. 1982. Language Two.New York Oxford. Oxford University Press.P.138.

of errors may be attributable to two major transfers: Interlingual and Intralingual transfer. In this research, the researcher does not consider the errors and mistakes, this research just focuses on the term of errors that defines by Dulay (1982) which said errors caused by some factors such as fatigue (weakness of knowledge) and inattention. And the surface strategy taxonomy by Dulay (1982).

3. Error Analysis

According to Savile-Troike Ellis and Barkhuizen error analysis is an approach to the study of Second Language Acquisition (SLA) which emphasizes identifying, describing, and explaining learners' errors in their attempt to construct language[13]. Meanwhile, Fauziati (2009) cited by Irwansyah error analysis is an approach of SLA which is focused on learner's errors and the evidence of how learner errors can provide an understanding of the underlying processes second language acquisition. In addition according to Brown (1980) errors itself can be observed, analyzed and classified.

So it could be said that error analysis is the approach that focuses on the learner's errors in the process of determining the occurrence, causes, consequences of unsuccessful in construct the language. [14] Meanwhile, *grammatical errors or also called usage errors* is a term used in <u>prescriptive grammar</u> to describe an instance of faulty or controversial usage, such as a <u>misplaced modifier</u> or an <u>inappropriate verb tense</u>.

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[13] Winda Nur Fadilah, 2015. *An analysis of intralingual and developmental errors in students' descriptive Texts.Thesis.* Universitas Pendidikan Indonesia.P.6.

[14] Irwnasyah. Why Study Errors. *Indonesian Journal of English Education.* Vol 4 (2). 2017.P.121.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates on theories that are relevant to the research. These reviews are expected to serve important background information to support the study. The literature review consists of related to the study.

A. Definition of Phrasal Verb

A phrasal verb is one of the grammatical parts that are important to learning and comprehending, especially for English Foreign Language students. A linguist Angela Downing points out, phrasal verbs are "one of the most distinctive features of present-day informal English, both in their abundance and in their productivity" (*English Grammar: A University Course*, 2014). The phrasal verb also frequency used in speaking, writing and also reading as (McArthur, 1992) states that Phrasal verbs have been present for much of the history of the English language; they are easily traceable back to early Middle English. [15] But the usage of phrasal verbs has been increasing since the nineteenth century and especially during the last fifty years. McArthur (1992) notes that Samuel Johnson was the first to describe phrasal verbs in 1755 he is calling them as a composition, while Walker (1655) said that it is considered some particles as words which could be included as "part of the signification of the foregoing verb.

According to Leech, and Svartvik (1985) defined phrasal verbs on two primary dimensions: syntactic and lexical. The syntactic dimension views a phrasal verb as

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[15]Annal.Olson, 2013Constructions, and Result: English Phrasal Verbs as Analysed in Construction Grammar,Trinity Western University.P.14.

a single grammatical item, and it reports that a phrasal verb consists of "a verb followed by a morphologically invariable particle" (cited in Darwin & Gray, 1999).[16]

According to Logan Pearsall Smith in *Words and Idioms*, the term *phrasal verb* was introduced by Henry Bradley, senior editor of the *Oxford English Dictionary* A *phrasal verb* is a type of compound verb made up of a verb (usually one of action or movement) and a prepositional adverb also known as an adverbial particle. But Celce-Murcia & Larsen-Freeman(1983), the English phrasal verb is defined by traditional grammarians as a verb followed by a particle.

Moreover Jackendoff (2010) English phrasal verbs consist of a verb paired with a particle that is homophonous with an English preposition. So it can be concluded that phrasal verb is a verb which sometimes can be paired with particles or prepositions that can produce new meaning. As Darwin and Gray (1999) said A phrasal verb is defined as "a *verb + particle or a verb + preposition* combination that functions as a single verb, both parts giving up meaning in order to form a new lexical item. [17]Prosodically, the phrasal verb construction results in stress being placed on both the verb and the particle, rather than solely on the verb, specifically in its non-separated state (Master, 1996).

Meanwhile, Leech 1994 said that "The verbs may form combinations with adverbial particles such as *down, in, off, on, out, up*". Moon (1997) defined

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[16] Hung-Chun Wang.*Phrasal Verbs and Breadth of Vocabulary :Knowledge in Second Language Reading: An Exploratory Study.* The Journal of Asia TEFL. Vol.6,2009,P.203.
[17] Emilie Riguel.Phrasal Verbs: Usage and Acquisition. Athens Journal of Philology – Vol.1,2014, P. –122

phrasal verbs as: "Combinations of verbs, and adverbial, or prepositional particles". For example, He sat down, she looked after her invalid mother, and I look forward to reading it.[18]

There are hundreds of phrasal verbs in English, many of them such as (*Take-off, tear-off, run out [of], watch-out* and *pull through*) with multiple meanings. According to Celce-Murcia & Larsen-Freeman (1999) Phrasal verbs are sometimes also called *two-part verbs* (e.g., *take-off* and *leave out, turn out*) or *three-part verbs* because they usually consist of a verb plus a second word (e.g., *look up to* and *look down on*).

That makes EFL students face difficulties while learning about phrasal verb since phrasal verb that said by Further and Side (1990) has many phrasal verbs have multiple meanings and often appear in idioms. And the meaning often does not what it seems as Celce-Murcia & Larsen-Freeman (1999), "the meaning of phrasal verbs is often not compositional. Someone probably knows the meaning of the verb and the meaning of the particle, but when they are put together, a unique meaning appears. (e.g. I *gave* my girlfriend flowers, Ginny *gave up).*

B. Types of Phrasal Verb

There are many types of phrasal verb such us transitive phrasal verb and intransitive phrasal verb. According to Celce-Murcia, the transitive phrasal verb can be divided into two types, they are a separable and inseparable phrasal verb.

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[18] Fakhr Eldeen, Abdul-Jabbar,Mohammed Shareef, 2018 A Study of the Difficulties of Using Phrasal Verbs among EFL Learners in Secondary Level.*Thesis*.P.5.

Coghil (2003) that cited by Dina also divides phrasal verb into two types those are separable and inseparable phrasal verb.[19]

1. Intransitive Phrasal Verb

Intransitive phrasal verbs have **no direct object.** (A direct object is "acted upon" by the verb)

a. I woke up at 10:30 AM.

b. You can come over to my house after school.

c. He's going back to Russia next month.

2. Transitive Phrasal verb

Transitive phrasal verbs have a direct object. Transitive phrasal verbs can be separable or inseparable (Celce Murcia 1999). If a phrasal verb is separable, the verb and the preposition can be separated, putting the object in the middle. If it is inseparable, the object must come at the end because the verb and the preposition must stay together. There are two types of phrasal verbs those are:

a. Inseparable Phrasal Verb

Some phrasal verbs cannot be separated. This means that when we want to use an <u>object</u>, it must always come after the complete phrasal verb. This is true when we use a <u>noun</u> (Ellen, the car, our friends, Germany) or a <u>pronoun</u> (him, them, us.) The object must always come after the complete phrasal verb.

Examples :

- I ran into Bob = (vb + particle = NOUN)

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[19] Dina Furi Kuntari. 2013. Analisis phrasal verb "get" pada beberapa novel Karya Stephenie Meyer.*Thesis*.Universitas widyatama. Bandung

- I ran Into him = (vb + particle = PRONOUN)

If a phrasal verb is nonseparable, a NOUN or PRONOUN always follows the particle in the example *Incorrect*: I ran Bob *Into*

b. Separable Phrasal verb

Some phrasal verbs can be separated when we used them with objects. This means that we have a choice. We can put the object between the verb and the preposition, or we can put the object at the end, just like we do for inseparable phrasal verbs. However, there is one important thing to remember! If we want to use a pronoun (like him, her, them, us, or it), we must separate the phrasal verb. For example:

- We put off our trip = (vb + particle + NOUN)

- We put our trip off = (vb + NOUN + particle)

- We put it off   = (vb + PRONOUN + particle)

If a phrasal verb is separbale, a PRONOUN OBJECT comes between the verb and the particle. *Incorrect* : We put of it.

It's also important to remember that if the object is quite long, we usually do not separate the phrasal verb.

It is not grammatically incorrect to separate the phrasal verbs in these cases, but it is much *clearer for the listener* if we do not separate the phrasal verbs
For example:

- Clear: Can I use the car? I need to pick up a friend of mine from summer camp at the airport.

- Confusing: Can I use the car? I need to pick a friend of mine from summer camp up at the airport.

According to Declerk (1991), There are at least three main types of phrasal verb constructions depending on whether the verb combines with a preposition, a particle, or both. Those are :

1. Prepositional phrasal verbs (verb + preposition)

When the element is a preposition, it is the head of a full prepositional phrase and the phrasal verb is thus a prepositional phrasal verb. These phrasal verbs can also be thought of as transitive and non-separable; the complement follows the phrasal verb.

a. Who is *looking after* the kids? – after is a preposition that introduces the prepositional phrase after the kids.

b. They *picked on* nobody. – on is a preposition that introduces the prepositional phrase on nobody.

c. I *ran into* an old friend. – into is a preposition that introduces the prepositional phrase into an old friend.

2. Particle phrasal verbs (Verb + particle)

When the element is a particle, it can not (or no longer) be construed as a preposition, but rather is a particle because it does not take a compliment. These verbs can be transitive or intransitive. If they are transitive, they are separable.

a. They *brought* that *up* twice. – up is a particle, not a preposition.

b. You should *think* it *over*. – over is a particle, not a preposition.

c. You should not *give in* so quickly. – in is a particle, not a preposition

3. Particle-prepositional phrasal verbs (Verb + particle + preposition)

There are many phrasal verbs are combined with both a preposition and a particle.

a. Who can *put up with* that? – up is a particle and with is a preposition.

b. She is *looking forward to* a rest. – forward is a particle and to is a preposition.

c. The other tanks were *bearing down on* my panther. – down is a particle and on is a preposition.

Meanwhile, According to Celce-Murcia & Larsen-Freeman (1999), the separable phrasal verbs can be divided into two types based on the separation of the particle

from the verb. They are called as optional separation and obligatory separation.

1. Optional separation

The separation is optional when the particle can be separated from the verb by the direct object.

Examples: They have the same meaning and both of them are correct sentences

a. Yuta *threw away* the money – The particle *away* in the phrasal verb *threw away* is not separated from the verb

b. Yuta *threw* the money *away* – The particle *away* in the phrasal verb *threw away* is separated from the verb.

2. Obligatory Separation

The separation is obligatory when the direct object is a pronoun.

Examples :

a. Yuta *threw away* it – the particle in the phrasal verb *threw away* is not separated from the verb. *It is incorrect* because it must be separated from the verb since the direct object is a pronoun

b. Yuta *threw it away* – it is correct the particle in the phrasal verb *threw away* is separated from the verb

C. The Difference Between Phrasal Verbs and Prepositional Verbs

According to Haegueman and Guerón (1999), phrasal verb and prepositional verb are different from each other. Phrasal verb and prepositional verbs have been categorized as prepositional verbs since they share a similar structure. However, in terms of semantics and syntax, they behave quite differently.[20].

Moreover, Penguin, (R.L. Trask, Dictionary of English Grammar 2000) "A phrasal verb differs from a sequence of a verb and a preposition (a prepositional verb) in [these] respects. Here call up is a phrasal verb, while calling on is only a verb plus a preposition:

a. The particle in a phrasal verb is stressed: They *called up* the teacher, but not *They *called on* the teacher.

b. The particle of a phrasal verb can be moved to the end: They *called* the teacher *up*, but not *They *called* the teacher *on.*

c. The simple verb of a phrasal verb may not be separated from its particle by an adverb: *They *called* early *up* the teacher is no good, but They *called* early *on* the teacher is fine.

[20] Meritxell Rovira Diaz.2017. The Acquisition of Phrasal Verbs by Catalan Learners of English: Preference for One-word verbs rather than Two-word combinations.*Thesis*.Universitat Autonoma de Barcelona.P.6

D. The function of the Phrasal Verb

1. Verb as Phrasal Verb Head (Watch the movie)

2. Phrasal Verb as Predicate (He is drinking a glass of milk)

3. Phrasal Verb as Noun Phrase Modifier (She saw a girl standing on the table.)

4. Phrasal as Adjective Phrase Complement (The woman looks glad to see her daughter.)

5. Phrasal Verb as Verb Phrase Complement (They need to pass the test

E. Definition of Errors

There are many definitions of errors which are provided by the linguist. Some of them are from Dulay, Burt, and Krashen (1982) that said people can not learn a language without the first systematically committing errors. Also in his book *Language Two* Dulay defines errors as the flawed side of learners' speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.[21] In other words, it cannot be denied if the learner will commit the errors in learning a language. Since errors are systematic deviations because the learners still developing their knowledge of the second language rules. The errors are flawed in learners' speech and writing. Some errors can be attributed to weaknesses or failures of memory (Gorbet,1979).[22]

People sometimes difficult to differentiate between errors and mistake terms, and confused to distinguish them. According to Brown (1980), there are

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[21] Heidy C Dulay, Marina Burt, Stephen Krashen. 1982. Language Two.New York Oxford. Oxford University Press.P.138.

[22] Ali Akbar Khansir.Errors Analysis inSecond Language Acquisition Theory and Practice in Language Studies, Academy Publisher Manufactured in Finland.Vol. 2 . 2012 P. 1027-1032.

differences between errors and mistakes he said that errors are systematic in their nature (linguistic rules are wrongly perceived and learned) while mistakes present unsystematic performance errors such as slips of the tongue. Yasemin Kirkgöz (2010) states that Although the terms mistake and error appear to have the same meaning, they are different. Mistake pointing to a type of performance error that results in the learner using the language incorrectly.[23] On the other hand, Dulay defines that "errors caused by factors such as fatigue and inattention (what Chomsky (1965) called performance" factor), and errors resulting from lack of knowledge of the rules of the language (what Chomsky (1965) called "competence").[24]

Corder (1974) also distinguishes the errors of performance that will characteristically be unsystematic and the errors of competence which is systematic.[25]Moreover, As Miller (1996) also prefer to distinguish mistake as errors of performance and the term of errors as the systematic errors of learner from which able to construct the knowledge of the language.[26]

But Mistakes are of no significance to the process of language learning, and Corder (1974) defines to determining what is the learner's mistakes and what a learner's errors are difficult and much more sophisticated study.[27] Besides, in this research researcher does not consider the errors and mistakes, this research just

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[23] Yasemin Kirkgöz.An Analysis of Written Errors of Turkish Adult Learners of English. Procedia Social and Behavioral Sciences.Vol 2. 2010.P.4352.

[24] Heidy C Dulay, Marina Burt, Stephen Krashen. 1982. language two.New York Oxford. Oxford University Press.P.139.

[25] S.p corder. The significance of learners' errors.1967. International Review of Applied Linguistics.P.166.

[26] Ibid., S.P Corder.P 167.

[27]Jack C. Richard.1974. Error Analysis Perspectives on Second Language Aquisition.London.Longman.P.25.

focuses on the term of errors that defines by Dulay (1982) that said errors caused some factors such us fatigue(weakness of knowledge) and inattention.[28]

F. Causes of Errors

Actually learning a language and errors can not be separated from each other. People can not learn a language without committing errors and there are many factors regarding the causes of the errors.[29] Meanwhile, Trigan points out there are two types of error namely interlanguage error and intralingual error. Moreover Dulay 1982 in his book Language Two errors caused by some factors such as fatigue and inattention (what Chomsky 1965 called performance factors) and errors resulting from lack of knowledge of the rules of the language. (what Chomsky called competence).[30] Brown (1980) states that an investigation into the types of errors reveals that the sources of errors may be attributable to two major transfers: Interlingual and Intralingual transfer.

Dulay 1982 states the most errors result from the interference of the learner's first language or mother tongue. Richard 1974 said that errors caused by interference of the learners' mother tongue are called interlanguage errors. Brown defines the native language is the only linguistic system before the learner becomes familiar with the system of the second language.[31] In other words, an interlingual error is an error that causes by of mother tongue to a target language that is learned by students. And it may result in some of the interference such as

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[28] Heidy C Dulay, Marina Burt, Stephen Krashen. 1982. Language Two.New York Oxford. Oxford University Press.P.139.

[29]YaseminKırkgöz. An analysis of written errors of Turkish Adult Learners of English. Procedia and Behavioral Sciences. Elsevier Ltd Journal. Vol.2,2010,P. 4353.

[30] Heidy C Dulay.P.139

[31] Ibid., YaseminKırkgöz. P.4353

prepositional and lexical interference, structure, grammatical, syntax and morphology.

Richard (1971) also mentions another source of errors as written in his paper *A Non-Contrastive Approach to Error Analysis* named intralingual errors. Intralingual errors reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition. Which found within the structure of English itself and through reference to the strategy by which a second language is acquired and taught.[32]

According to Saville and Troike cited by Winda, interlingual errors are caused by "between language" factors and intralingual errors are caused by "within language" factors [33]. Meanwhile, Richards (1974) defines intralingual transfer refers to the negative transfer of language items within the target language and occurs generally in the rule learning stages of the language, such as overgeneralization of grammar rules within the target language, and learner's failure to apply rules of the target language under appropriate situations.[34] In other words, intralingual error takes place due to the difficulty of learning rules in L2.

Richard classifies the intralingual errors into four categories including overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

[32] Jack C Richard. *A Non-Contrastive Approach to Error Analysis*. Published by Oxford University Press London.Vol.25,1971,P.173

[33] Winda Nur Fadilah, 2015. An analysis of intralingual and developmental errors in students' Descriptive Texts. Universitas Pendidikan Indonesia.P.6.

[34]Ibid., YaseminKırkgöz P. 4353

1) Overgeneralization: it happens when a learner creates a deviant structure based on his experience of other structures in the target language. Littlewood (1984) cites the example of forming the plural by adding "s" to even irregular plurals, also generalizing the "-ed" past form.

2) Ignorance of Rule Restrictions: according to James that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

3) Incomplete Application of the Rules: this error may occur when the learner fails to apply the rules completely due to the stimulus sentence.

4) False Concept Hypothesized: learners' faulty understanding of distinctions of target language items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concepts hypothesized.

Many factors that make students do some error while using a phrasal verb as White (2012) contends that the phrasal verb is difficult for ESL or EFL learners because they are unpredictable, polysemous, frequent, and non-universal. [35] another factor of students does error while using phrasal verb is.

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[35] Bronshteyn, Karen Cathcart and Gustafson, Tom, The Acquisition of Phrasal Verbs in L2 English: A Literature Review," *Linguistic Portfolios*: Vol. 4, 2015.P.92

a. Avoiding them

According to The Longman, Phrasal Verbs Dictionary contains 5000 of the phrasal verb. Because of the large amount of phrasal verb, it makes it difficult to memorize. Some ESL learners are so terrified of phrasal verbs, they choose to avoid them altogether.

b. Meaning of phrasal verb is pretty obvious

The basic meanings of the verb phrasal verb in A refer to concrete action (e.g break means separate into pieces) but when they are part of the phrasal verb they often have abstract meaning to.[36]

Take off   =   Get undressed

Take off   =   Succeed

Take off   =   When a plane leaves the runway

Like the example above we can see that the phrasal verb "Take off" has more than one meaning. It also becomes one of the factors which make students confused while using it.

c. The grammar changes depending on the type of phrasal verb.

For example, you can say "give it up" but not "give up it".

This is because "give up" is an example of a phrasal verb which can be separated

In this research, the researcher will be analyzed the most typical errors in using two types of phrasal verb those are separable and inseparable phrasal verb

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[36]Michael Mc Carty, Felicity O'Dell. 2004.English Phrasal Verb in Use. Cambridge university press.P.8.

which made by fifth-semester students of English Study Program of IAIN Bengkulu.

G. Types of Errors

There are many definition types of errors which are provided by linguist and experts. One of them is Taxonomies of errors are described by Dulay (1982) into four types and each of them classified into several categories of errors will be explained as follows:[37]

1. Linguistic Category Taxonomy

These errors are categorized according to the language or linguistics components, such as phonology, Syntax and morphology (Grammar) semantic and lexicon (meaning and vocabulary)

2. Surface Strategy Taxonomy

According to Dulay (1982), he defines the surface strategy taxonomy highlights the ways surface structure they are omitted necessary item or add unnecessary ones and misform item or misorder them. In other words, it also recognizes as omission, addition, misformation, misordering.

a. Omission.

Omission errors are indicated by the absence of one or more elements that must appear or needed in a well-formed of constructing phrases or sentences. For example, could you **fill** *in* this form become could you **fill** this form.

b. Addition

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[37] Heidy C Dulay, Marina Burt, Stephen Krashen. 1982. Language Two.New York Oxford. Oxford University Press.P.146-169

Addition error is the opposite of omission error. The addition is indicated by adding one or more elements that are not required. For example, We've been **looking** *at* you everywhere, become We've been **looking** *at for* you everywhere.

c. Misformation

Misformation error characterized by the use of the wrong form of morpheme or structures. In misformation error, the learner uses a wrong form of elements in constructing phrases or sentences. For example, the fireplace doesn't really **warm** *up* the house much, become the fireplace doesn't really **warm** *to* the house much.

d. misordering

Misordering error is indicated by the incorrect placement of a morpheme of a group of morphemes in constructing phrases or sentences. For example, why don't you **cheer** her *up* to become why you don't **cheer** *up* her.

3. **Comparative Category Taxonomy**

Comparative category taxonomy is classified base on *the comparison between the structure of L2 errors and certain other types of construction*. This comparison has two major error categories that are interlingual errors and intralingual errors. Interlingual error is an error that causes by of mother tongue to a target language that is learned by students. Meanwhile, intralingual errors reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition.

4. **Communicative Effect Category Taxonomy**

This taxonomy based on distinguishing between errors that cause miscommunication and those that do not cause miscommunication. If surface

strategy and comparative taxonomies focus on the aspect of the errors, the communicative effect category taxonomy deals with errors from the perspective of their effect on the learner.

H. Previous Study

Stacey matheosz (2015) *"The Use of Phrasal Verbs by the Students of SMA Negeri 2 Manado"* the main object of his study is the use of phrasal verb by the students. In this thesis, he found that the student's difficulty in using phrasal verbs is high. The difficulty is caused by several reasons such as the misunderstanding of the meaning of phrasal verbs.

Ananda, Meisyitah (2016) *."An Analysis of English Department Students' Ability in Comprehending and Using English Phrasal Verbs".* The purpose of this thesis was to determine the ability of students to understand the phrasal verb and the problem that they face in the use of phrasal verb. The result of this thesis she found that the student's ability to understand the phrasal verb is still low. She found the problems that students face in comprehending phrasal verbs it is because the idiomatic phrasal verb is difficult to comprehend and use.

Hung-Chun Wang Phrasal, (2009) *Verbs and Breadth of Vocabulary Knowledge in Second Language Reading.* The purpose of this study is to explore that whether the presence of phrasal verbs in reading texts affects the reading recalls of EFL. In this research, he uses three major instruments those are: the vocabulary level test, reading recall measure, and two reading passages. The research was indicated the occurrence of phrasal verbs significantly hindered

readers' recall of the proposition units containing phrasal verbs, while it did not impact the recall of those units not containing phrasal verbs.

Mi-Lim Ryoo, (2013) *A Corpus-based Study of the Use of Phrasal Verbs in Korean EFL Students' Writing 1.* This study focus on phrasal verbs (PV) in a corpus of Korean EFL students' writing. The purpose of this study is to contribute a further facet to the general understanding of Korean learners of English. These findings can provide evidence indicating that Korean EFL students lack the formulaic competence of PVs.

According to the previous study above researcher found the similarities with this thesis, that is about the use of phrasal verb and the problem that students face in comprehending phrasal verb. Also, the researcher finds the differences, in this research researcher not only analyzes the use of phrasal verb but also researches in-depth about phrasal verb errors and the most typical errors made by students in using phrasal verb. And also analyze the condition that made the students commit the errors.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology applied in the study including research design, research site, and respondents.

A. Research Design

Research can be published into two important parts namely qualitative, quantitative. According to Newman and Benz, these three approaches are not separate from each other they remain in one continium. The difference between qualitative and quantitative research that deals with forms that use words (qualitative) that use numbers (quantitative), or based on closed questions (quantitative hypothesis) and open ones (qualitative).[38]

Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest Gay (2012) [39] Moreover, Bogdan and Bilken state that qualitative research is descriptive and it has the natural settings as the direct source of data and the researcher is the key to the instrument. Meanwhile, Erickson in Susan Stainback cited by Sugiyono (2012) states that the characteristic of qualitative research is careful of what happens in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence. [40] According to Moleong qualitative research is a special tradition in

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[38] John.W.Creswell research design 3rd edition. Pustaka Pelajar. Page4
[39] L.R. Gay. 2012.Educational Research Competencies for analysis and applications 10th edition.USA: Pearson Education.Inc.p7
[40] Sugiyono. 2012. Metode penelitian Pendidikan n. Bandung.Alfabeta. P. 22.

social science fundamentally depends on data collected from the subject of the research to other human being and use language and terms. While Creswell qualitative research is a method for exploring and understanding the meaning of individuals or groups which reputed to a social or human problem. [41]

From the explanation above researchers conclude that descriptive qualitative research is a method that commonly used in analyzing and understanding people, and it is also used to examine natural object conditions though they may be used in other sciences as well and only to describe the variable, phenomena, or situation.

This research conducted in a descriptive design. Arikunto said descriptive research is not aimed at a testing hypothesis but only to describe variables, phenomenon or situations. According to Magendira in his book research design, a descriptive study is one in which information is collected without changing the environment.[42] Descriptive research examines a phenomenon, group of people, idea or theory with a particular focus on facts and conditions of the subject. The goal of a descriptive thesis is to collect factual evidence and information that gives your reader a comprehensive perception of your subject and it is should be unbiased.

The descriptive design used to describe the phenomenon of the phrasal verb errors of students. According to Glass and Hopkin cited by Knupper & Mclillan descriptive research is research that involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. This

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[41] John.W.Creswell. Research Design 3rd edition. Pustaka Pelajar. P.4.

[42] V.Magendira Mani. Research design. Islamiah College (Autonomous).Tamilnadu, India, Academia Edu Journal, P.4.

design was chosen since it is beneficial to describe events or phenomena of phrasal verb errors.

In this research, the researcher conducted a descriptive design. Because the researcher will be analyzed and understanding people or human problems and describe the situation which is related to the study that discusses the Phrasal Verb Error Used by Fifth-Semester Students of English Study Program of IAIN Bengkulu. Thus, this study was aimed at finding out the phrasal verb error used by fifth-semester students of English study program of IAIN Bengkulu.

B. Population and Sample

According to Gay (2009), A population is a group to which a researcher would like the results of a study to be generalizable.[43] In addition Gay. et. al, (2009) said that the qualitative research sample is generally different from quantitative research because the two approaches have different needs. Qualitative sampling is the process of selecting a small number of individuals (i.e., key informants) who will contribute to the researcher's understanding of the phenomenon under study.[44] Moreover According to Sugiyono (2012) in his book "metode penelitian pendidikan" population is the generalization of the region which consist of object or subject which has certain quality and characteristic that set by the researcher.[45] While the sample is a part of the amount of the characteristic owned by the population.

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[43] L.R. Gay. 2012.Educational Research Competencies for analysis and applications 10th edition.USA: Pearson Education.Inc.P 144
[44] Ibid.,P.145
[45] Sugiyono. 2012. Metode penelitian Pendidikan n. Bandung.Alfabeta. p. 117

From the explanation above it could be said that the population was generally a group of individuals which is the main focus of research and have a certain criterion which a researcher would like the results of a study to be generalizable.

In this research, the population was the fifth-semester students of English Study Program of IAIN Bengkulu. The researcher chooses the C class of fifth-semester students. The class consists of 28 students that can help the researcher to collect the data. Arikunto stated that if the population was under 50, we took 100% of the population. Therefore the researcher decided to take all the C class of the fifth-semester students as a population.[46] The class was chosen randomly by the researcher.

Besides, the researcher chooses the fifth semester because their ability in grammar was at an intermediate level. Moreover, they have already taken all the grammar class. In addition, those students were selected as the population because they were supposed to be able to construct a good English sentence.

In this research simple random sampling was chosen because as sugiyono said every sample has the same opportunities for each element of the population to be chosen as samples.[47]

C. Data and Source of Data

The data source of descriptive research according to Bogdan as cited by Sugiyono (2012) was the data collected in the form of words of pictures rather

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[46] Jhon W.Creswell. Research Design. (California: SAGE Publication: 2014)
[47] Sugiyono., P.120

than a number, he also said qualitative research is descriptive.[48] According to

Sutopo, he stated that the data source in the descriptive research can be human,

events or activities, places or locations, things, various pictures and records,

document and achieves.

The sources of data in this research document are interview, observation

checklist and students test. The students tested by giving them the phrasal verb

test. Based on that the data will be described to explain the errors and to get the

answer to why and how they made such that errors researcher will give the

interview.

D. Research Instrument

The research instrument used in this study is the data of the fifth semester of

college students. In this research, the researcher chooses a test as an instrument to

identify the most type of errors that students most do in using the phrasal verb,

observation checklist to know how they make such many errors and also interview

to find out why they make such many errors in using the phrasal verb.

1. Test

The test is a measuring instrument given to individuals a test a collection of

question that is useful to measure some variables in the form of skill, intelligence,

attitude, or talents which has by an individual or group. Heaton state that a test is

said to be valid if it measures what it is intended to measure. So to collect the data

related to the error in using a phrasal verb from the participant researcher choose

to use the test as an instrument. The researcher chooses the phrasal verb types

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[48] Sugiyono. 2012. Metode penelitian Pendidikan n. Bandung.Alfabeta. p. 21

according to Celce-Murcia that defines phrasal verb can be divided into two types, they are a separable and inseparable phrasal verb. And Yule (1998), that said there are four types of phrasal verb those are Separable phrasal verb (optional), Separable phrasal verb (obligatory), Non-separable (No object phrasal verb), and Non-separable phrasal verb. But the researcher just uses the three of them.

2. Observation Checklist

Nasution cited by Sugiyono (2012) said that observation is the basis off all science. Scientists can only work based on data, that is the fact about the world of reality obtained through observation.[49] According to Marshall through observation, the researcher learns about behavior and the meaning attached to that behavior.

Sanafiah Faisal classified the observation as participant observation, overt observation, and covert observation and unstructured observation.[50]

According to Patton in Nasution the advantages of observations are as follow :

- With observation, the researcher will be able to understand the context of data in the overall social situation.

- By observation, researchers can see things that are not observed by others especially people in that environment because it is not revealed in interviews

- With observation, the researcher can find things that are beyond the perception of the respondent so that the researcher gets a more comprehensive picture.

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[49] Sugiyono.2012. Metode penelitian dan Pendidikan.Bandung.Alfabeta.310
[50] Ibid.,313

From all advantages and definition above the researcher will use the observation checklist to find the things beyond the perception of respondents and to understand the context of data how they made such many errors in using the phrasal verb

3. Interview

According to Esterberg interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.[51]

The interview used as a technique of collecting data if the researcher wants to conduct a preliminary study to find a problem that must be researched also if the researcher wants to know the things of the respondents more deeply. Susan Stainback said that interviewing provides the researcher with a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that can be gained through observation.

An interview is not like a questionnaire, According Goode & Hatt **questionnaire is a device for securing answers to questions using a form in which the respondents fill it. [52]** In the interview, the interviewee gives the needs information orally and face to face meanwhile questionnaire writing and fill the response.

According to Esberg, there are many types of interviews those are the structured interview, semi-structured interview and unstructured interviews.In this research researcher choose to use a semi-structured interview since the interview

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[51] Sugiyono. 2012. metode penelitian Pendidikan. Bandung. Alfabeta.317
[52] Umar Farooq. Questionnaire Meaning &Definition.http://www.studylecturenotes.com/social-research-methodology/questionnaire-meaning-definition

compass that used in it is the problem outline that will be asked to the participant. And it is often used in preface research and also use as the deepening research about things that will be researching. In this research, the researcher chooses to use an interview as an instrument to answer the third research question: why they make such many errors when using the phrasal verb.

E. Data Collecting Technique

In this research, the researcher chooses to use a test to collect the data and also to identify what types of errors in the use of phrasal verb made by students. The students were asked to answer the test that the researcher has been prepared. There are 30 items for the test and consist of three parts of the test.

The first part of the test consist of 10 items of the question in this part participants asked to add particle in the correct place. The second part of the test consist of 10 questions, in this part participants asked to place the direct object. And the third part of the test consists of 10 matching questions. And the question consists of two parts of phrasal those are separable phrasal verb and inseparable phrasal verb according to Celce Murcia (1999).

Then the students were asked to fill in the observation checklist to gather the data of respondents' perceptions. It was consist of 15 questions containing about the phrasal verb.

The interview also uses to know the things of the respondents more deeply and to collecting the data of students perceptions. In this research, the researcher uses semi-structured interview and it consists of 10 questions containing about the phrasal verb.

F. Data Analysis Technique

After collecting the raw data from the students there was some step that should be followed to analyze data. The step was adapted from Ellis (1994). There were some steps of analyzing the data that should be followed:[53]

1. Identifying the Errors

In this step, the researcher identifies the student's test that the researcher has given to find out what type of errors made by the students in using the phrasal verb. And the most typical errors made by students. The researcher has compared the errors of the phrasal verb with the correct phrasal verb. The phrasal verb refers to the oxford phrasal verb dictionary.

2. Describing the Errors.

After identifying the errors then researcher described and classified the errors into the appropriate categories. It followed the theories of Dulay.et. all (1982) surface strategy taxonomy consists of omission, addition, misformation, and misordering.

3. Explaining the Errors

In this step, the researcher analyzed what condition that made the students made such errors. Based on the data analysis, the errors were interpreted to find the causes of errors based on Dulay's (1982) theory in his book Language Two he defines errors caused by some factors that were fatigue, inattention, and errors resulting from lack of knowledge of the rules of the language.

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[53] Saville-Troike, M. & Barto, K. The Linguistics of Second Language Acquisition. In *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press Journal, 2016, P.37

4. Quantifying the Errors.

After the whole data were checked, the percentage of students' error could be calculated the formula was :

$$P = \frac{F}{N} \text{ x } 100\%$$

P = Percentage of each error

F = the frequency of each type of error

N = the total amount of phrasal verb error.

5. Drawing Conclusion

In the last step, conclusions drawn based on the analysis. The researcher interprets and presents the result of analysis then the conclusion would be written in the form of a brief description.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the research findings and discussion based on the data was collected from English department students. This chapter displays the types of errors and the dominant errors in using phrasal verbs made by the fifth-semester students of English study program of IAIN Bengkulu.

A. Students Error in Using Phrasal Verb

1.1 Result

The data were taken on September 21 Agust – 30 September 2019 in English Study Program at IAIN Bengkulu. The data of the research were collected from C class which consists of 28 students by giving a phrasal verb test. The students were asked to answer the phrasal verb test which consists of 30 questions. Separable and inseparable phrasal verb was chosen as the object of the research. And to avoid the students aware of the tested object researchers place it randomly. From the test, it was found many errors in using phrasal verb. This research only focuses on analyzing errors made by students based on Dulay Surface strategy taxonomy theory. As for, surface strategy taxonomy theory divided into four types of errors those are misformation, misordering, addition, and omission.

After collecting the data, then they were analyzed and counted to see error types of students and to see the most typical errors or the dominant error made by the students by using percentage. This table below, showed the student's frequency, types of error, and percentage of error made by students in using phrasal verb.

Table 1. Recapitulation of Types, Frequency, and Percentage of Error Made by the Students.

No	Types of Error	Frequency	Percentage
1	Omission	8	2,38 %
2	Addition	27	8,03 %
3	Misformation	158	47,02 %
4	Misordering	143	42,55 %
	Total	336	100 %

The table frequency above shows four types of errors based on surface strategy taxonomy. It explains the percentage of each error made by students in using a phrasal verb. The table shows that misformation is the frequent errors made by the fifth-semester students of English study program of IAIN Bengkulu with 47,02 % or 158 times. In the second place is misordering with 42,55 % or 143 times. And followed by addition with 8,03% or 27 times. While omission is the lowest type of errors made by students with 2,38 % or 8 times. For the detail calculation see appendix 5.

Table 2. Recapitulation of Types, Number and Percentage of Students Who Made Errors.

No	Types of Error	Number of students (Total students = 28)	Percentage
1	Misformation	28 Students	100 %
2	Misordering	26 Students	92 %
3	Addition	13 Students	45 %
4	Omission	6 Students	21 %
	Total	28 Students	100 %

Based on the table percentage above it can be seen the most typical errors made by students are error misformation with 100 % or 28 students which means all the students were made errors of misformation. Then followed by misordering with 92 % or 26 students. Moreover, it is followed by an addition with 45 % or 13 students. And omission is the lowest errors with 21 % or 6 students. For the detail calculation see appendix 6.

1.2 Discussion

After analyzing errors made by the fifth-semester students of English study program of IAIN Bengkulu, it was found that all types of errors based on surface strategy taxonomy by Dulay (1982) were occurred by the students in using the phrasal verb. The error is consists of omission, addition, misformation and misordering.

a. Error of Misformation

Error of misformation is the most typical errors made by fifth-semester students of English study program of IAIN Bengkulu. The percentage was 47.02% or 158 times. According to Dulay (1982) Misformation error characterized by the use of the wrong form of morpheme or structures. In misformation error, the learner uses a wrong form of elements in constructing phrases or sentences. In conclusion, misformation error is when learners supply or put something although it is incorrect. Most of the students put the wrong particle in using a phrasal verb. In the phrasal verb, after the verb should be followed with the correct particle as Leech, and Svartvik (1985) defines a phrasal verb consists of a verb followed by a morphologically invariable particle.

However, most students occur the wrong particle when using the phrasal verb. It is found that the students make errors in their second language, as we know in Bahasa Indonesia we do not use phrasal verb, there is no such combination of verb and particle in Bahasa Indonesia. That is why most students put the wrong form in using phrasal verb. The following examples of students' errors of misformation those are:

1. (2.F10.1) I *came town* an old photo of you when I was looking for my passport.

2. (3.F8.1) You will hardly find the trees in his garden. His gardener has *cut from* them

3. (4.F2.3) The new postman *bump into* the addresses so that no one got the right letters.

4. (22.F8.1) You will hardly find the trees in his garden. His gardener has *cut* them *off*

5. (4.F1.3) James met George's sister last week, and now he calls her every day. I guess he really *catch up* her in a big way.

6. (17.F4.1) Would you wrap *out* this present for me?

In the first example which is from item number ten in the test several students associated the wrong form of the phrasal verb. As Leech and Svartvik (1985) defines a phrasal verb consists of a verb followed by a morphologically invariable particle. But in this sentence, the students associated the main verb *came* with *town* as we now, town is not a particle but a noun. It is indicated that some students can not distinguish which particle and noun. It also happens in the second sentence students combine the verb *cut* with *from*. However, the combination of cut and from is incorrect because there is no phrasal verb *cut from*. The same case also happened in sentence (6) the combination of *wrap out* does not make sense because there is no phrasal verb *wrap out*. Actually, the correct answer was *wrap up* because the context of the sentence is to cover something.

Although they associated the wrong particle they can place the particle in the correct places that were after verb wrap.

Another case appeared in sentence (4) which taken from item number eight in the test. Many students associated the main verb *cut* with particle *off* instead of *cut down.* The combination *cut* and *off* do not match. The context of the sentence is something related to a situation in which someone makes all the tree fall down. So the combination cut *down* gives more sensible meaning. Many students Associated the wrong particle *cut* with *off*. The meaning of the phrasal verb *cut off* is to remove something by cutting it with a knife or a sharp tool. Thus, the combination of *cut down* gives the intended meaning.

Although the students were unable to associate the verb with the correct particle, once again the students can put a particle in the correct places that were after pronoun *them*. It indicated that they aware of the rules of the separable phrasal verb. However, from the data, the researcher also found that not all students can put a particle in the correct position.

Moreover, the same cases were found in sentence (3) and (5) which taken from part 3 in the test. In this part students were asked to match the phrasal verb with a certain context, they had to match the sinonim provided. Many students have difficulties in understanding phrasal verb with idiomatic meaning as done by #S4 as drawn in sentence (3) the student put *bump into* when it should be *mix up*. *Bump into* is not match with that sentence. *Mix up* is the right phrasal verb since the context of the sentence was the postman was confused with. The students can not grasp the meaning of the phrasal verb provided. The same errors also occur in

sentence (5) the student put the wrong phrasal verb that is *catch up*. Phrasal verb *Falls for* is match with that sentence since the context of the sentence as someone who belongs to someone. It can not be denied the students still have difficulties to understand the meaning of the phrasal verb which have idiomatic meaning. And also seems confused about associated the correct particle in the phrasal verb.

b. Error of Misordering

From the data, the analysis researcher found that the error of misordering was occupied the second type of errors made by students. The frequency was 143 errors or 42,55% which done by 26 students or 92% it means that more than half of the fifth-semester students of English study program of IAIN Bengkulu made errors of misordering.

According to Dulay (1982), Misordering error is indicated by the incorrect placement of a morpheme of a group of morphemes in constructing phrases or sentences. The examples below show misordering errors that made by fifth-semester students of English study program of IAIN Bengkulu in using phrasal verb :

1. (1.O3.2)His mother brought *her children* up to always say 'please' and 'thank you'

2. (6.O5.3) There was an accident which *hold* all the traffic *up* coming into town.

3. (13.O1.2)He launched *an argument* into

4. (14.O6.2) He did not go out as he was still getting *the flu* over.

5. (10.O10.2) I'm sure we can get *the problem* round

6. (7.O5.1) Kevin was making jokes about his wife at the party until she gave him a look that shut *up* him right

7. (8.O4.3) If you don't know the meaning of the word, you can *look up* it in the dictionary.

8. (16.O6.3) Sam has run very fast, so Jack *catches up* him to win the competition

9. (23.O2.1) A: I'm worried about Bella. She seems very depressed.

   B: Why don't you cheer *up* her?

For analysis sentences (1) and (2) these students have the same cases of errors. In this sentence, the students made an error by putting the wrong placement of the optional phrasal verb. In an optional phrasal verb, a verb should be followed by particle then object in the last. In sentence (1) which was done by #S.1 in here, the students put the object *her children* before the particle *up*. Whereas the correct order of this sentence is "His mother brought up *her children* to always say 'please' and 'thank you' the object should be ordered after the particle. The same cases found in sentence (2) the students once again putting the wrong placement of the phrasal verb form. The students put the particle *up* after the object *traffic*. Whereas the correct rules are v + p + o it will be "which *hold up* all the traffic*"*.

For analysis sentence (3) (4) and (5) this error mostly appears in the second part of the test which is complementing the phrasal verbs with direct objects. In these errors, the students had a problem in dealing with placing the noun or pronoun in the correct position either before or after the particle. As done by #S.13 in sentence (3) the students put the particle after the noun instead of following the verb directly, whereas it should be the verb and the particle are isn't separated by the noun. The correct sentence is "He launched into *an argument"*. The same cases also appear in sentence (4) and (5) they put the particle after the noun instead of following the verb directly. It indicated that the students were not aware of the existence of the inseparable phrasal verbs and they were still unfamiliar with inseparable phrasal verb and also do not know where to put the phrasal verbs into the sentence correctly.

For analysis sentence (6) (7) (8) and (9) in this cases the students did not know where they should put the particle. As done by #S.7 in the sentence (6) the students put the particle *up* directly after the verb *shut*. The students should put the particle *up* after the pronoun *him* instead after the verb *shut*. Moreover, in the sentence (8) the students also made an error by placing the particle *up* before the pronoun *him*. The correct sentence is if the students putting the particle after pronoun "Sam has run very fast, so Jack *catches* him *up* to win the competition".

Again the same cases also appeared in sentence (9) the students once again misorder the particle. The students put the particle *up* before the pronoun *her* whereas the particle should come after pronoun. From those four examples indicated that the students were not aware of the rules of the obligatory separation

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phrasal verb, which the particle should come after pronoun. And also still confused about where to put the correct position of the particle.

c. Error of Addition

According to Dulay, (1982) Error of addition is the opposite of omission error. Addition is indicated by adding one or more elements that are not required. It can be said the addition error is the errors when the students adding unnecessary element which must not appear in a well-formed of utterance or sentence. From the analyzed data there were 27 times errors of addition made by students the frequency was 8,03 %. Almost half of the students have the errors of addition. It is done by 13 students, the frequency was 46 %. Examples of addition errors made by fifth-semester students of IAIN Bengkulu :

1. (4.A8.1) You will hardly find the trees in his garden. His gardener has cut *up* them *down*

2. (8.A3.1) Will you look *after* my grandma *up* when I am away?

3. (8.A7.3) I *bump into* my old roommate *up* yesterday.

4. (16.A5.1)Kevin was making jokes about his wife at the party until she gave him a look that shut *down* him right *up*

5. (4.A6.1) She has to pick *up* the kids *down* from school this afternoon

6. (19.A10.2) I'm sure we can get *a* round *the problem*

For analysis sentence (1) (2) (3) (4) and (5) these three sentences have the cases of error. In this sentence, the student put unnecessary particles in the form of the phrasal verb. It can be seen from sentence (4) that appears in test item number

4 which done by #S.16. In this sentence, the student put the unnecessary particle *down,* when it should particle *up* that only one particle that must appear in that sentence. The correct answer is "Kevin was making jokes about his wife at the party until she gave him a look that shut him right *up*".

The same error also found in sentence (5) the students adding unnecessary particle *down*. That makes the ill-formed sentence. Another error appeared it can be seen from sentence (6) this time the students did not add the particle but adding the unnecessary article *a*. The combination of get around does not make sense because the context of the sentence was to deal with the problem successfully. So, the combination of *get round* is the correct phrasal verb.

d. Error of Omission

From analyzed data, the researcher found that error of omission was occupied the last place of the type of error made by students. The frequency was 8 or 2,38% which done by 6 students with a percentage of 21%. This the most unfrequent error made by students. According to Dulay (1982), Omission errors is indicated by the absence of one or more elements that must appear or needed in a well-formed of constructing phrases or sentences. In conclusion error of omission is an error when the students miss some elements that must appear in a well-form of utterance or sentence. Here some examples of omission errors made by fifth-semester students of English study program IAIN Bengkulu:

1. (6.M6.3) Sam has run very fast, so Jack *catches* him to win the competition

2. (4.M9.3) I put the radio on loud, but Dad shouted to me to *turn* the volume

3. (9.M3.3) There is a mystery about his death and the police *look* it

4. (9.M10.3) The reporters *take* every word of his speech.

5. (15.M8.3) If you can do your homework today, you mustn't *put* it till tomorrow.

For the analysis sentence (1) the students omit the particle *up* that must appear after the pronoun *him.* In sentence (2) the students also made absence the particle *down* that must appear after the object *volume*. Moreover in the sentence (3) which taken from item 3 in part 3 of the test. the students place the verb *look* without particle. While the right form is "There is a mystery about his death and the police *look into* it". The same error also done by #S.9 in sentence (4) the students' absence of the particle *down* that must appear in the sentence. The last is an error made by #S.15 once again the student omits the particle. The students must add the particle *off* after the pronoun *it* but, the students directly put the verb *put* without the particle. So the right sentence is "If you can do your homework today, you mustn't *put* it *off* till tomorrow"

e. The Percentage of The Student's Erroneous in Each Part of The Test.

Beside presenting the data of four types of errors based on surface strategy taxonomy. The researcher also shows students' erroneous answer in each part of the test. The result of the test were showed that the students still found difficulties in using phrasal verb. They were then classified into some classification as shows in the table below:

Table 3 The Percentage of Erroneus Answer in The Test.

Part of the test	Type of error	Total erroneus answer	Percentage
Part 1	Associating verb and their coressponding particles	115	34.22%
Part 2	Complementing phrasal verb	93	27.67%
Part 3	Misunderstanding phrasal verb meaning	128	38.09%
	Total	336	100%

(For the detail information see appendix 7)

The table above showed about the percentage of students who made error in each part of the test. From the table above it could be seen the students still found difficulties in using phrasal verb. The difficulties could be observed from the errors which students made in the test. From the result above it is obvious that many errors appeared in the test part 3 with percentage 38.09%. In this part students were asked to match the phrasal verb with a certain context, they had to match the sinonim provided. Base on result many students have difficulties in

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understanding phrasal verb with idiomatic. Moreover from the result also clear 34.22% of errors appeared in part 1. It was not suprising since in this part the researcher did not provide any choise to help the students to answer the questions, which caused the students commit many errors.

B. The Causes of Errors

2.1 The Result From Observation Checklist

After finding out and figuring that the students made errors in their test, it is necessary to know the causes of errors that they committed in the phrasal verb test.There are some factors how leaners commited errors accoring to Dulay 1982 in his book Language Two errors caused by some factors such as fatigue and inattention and errors resulting from lack of knowledge of the rules of the language. [54] To discovers the causes of errors made by students in using a phrasal verb and to answer the second research questions the researcher used observation checklists and interviews

The observation checklist used by the researcher to know the causes of how they made such many errors and then interview also used to make the accuracy of the students' answers and to know the things of respondents more deeply. The observation checklist consists of 15 questions conducted by the C class of fifth semester of English study program of IAIN Bengkulu they are consist of 28 students. After conducted the observation checklist, the result which was found from the observation checklist was described as bellow:

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[54] Heidy C Dulay.P.139

Based on the result of the observation checklist the researcher found that many students do not know what exactly the phrasal verb is, (see appendix 8.1,2) most of them can not figure out what the phrasal verb is. Almost all students agree that they still unfamiliar with phrasal verb also, the term of the separable and inseparable phrasal verb seems new for them, the students still confuse how to use phrasal verb correctly because they seem did not know the rules of separable and inseparable phrasal verb. (see appendix 8.3,8,9) Many students made an error while using it, sometimes they separate the phrasal verb when they should not be separated. It indicated that they still have a lack of knowledge about the phrasal verb. More than half of students did not able to distinguish particle and preposition it became another reason why the students committed the errors while using the phrasal verb. As we know in phrasal verb it is important to distinguish which is particle, noun, and verb.

Other reasons why they committed such many errors because the large amount of the phrasal verb and also phrasal verb have the idiomatic meaning become one of the factors which made the students made errors when using phrasal verb it was approved by observation checklist 26 students agree with statement they are misunderstanding the meaning of the phrasal verb. (see appendix 8.15)

One of the reasons which made the students committed many errors was because they did not repeat the lesson given by lectures themselves although many of them did not repeat the lesson given by their lectures the students aware that they still confuse while using phrasal verb. Moreover, more than half of

students agree with the statement the meaning of the phrasal verb is pretty obvious becomes one of the factors which made students confuse while using the phrasal verb. (see appendix 8.6,7) only 1 students disagree with the statement provided. It means one of the factors that made students difficulties and made errors in using phrasal verb because they confuse of the meaning of phrasal verb which has idiomatic, the large amount of phrasal verb make students difficult to memorize and make phrasal verb difficult to master

Moreover, many of them did not realize they use the phrasal verb in their daily life. (see appendix 8.10,11,13) It is obvious as an English teacher candidate they are have ever find the form of phrasal verb but most of the students do not realize it. It becomes worst when they do not realize they use phrasal verbs in their daily life.

Almost half of them realize that they are learning about phrasal verbs in university. But, because the students did not repeat the lesson give by lectures and also they afraid to tell their problem in using the phrasal verb to their teacher it makes the students difficult to understand. It means that anxiety becomes one of the factors which made the students made errors.

26 students disagree with the statement provided in the observation checklist (see appendix 8.14). more than half of students disagree with the statement that pay attention when teachers or lectures teach about phrasal verb. It indicated that the students seem not interesting to pay attention when the lectures teach about

phrasal verbs. So in attention become one of the factors which made the students made errors in using phrasal verb.

2.2 Discussion

From the observation checklist, The researcher then highlights two major causes of the errors made by the students which the students still unfamiliar with phrasal verb the errors mostly occurred as a result of their insufficient knowledge of phrasal verbs as well and because inattention of phrasal verb learning

a. Lack of knowledge of phrasal verb

Although it is also indisputable that if someone already knows the grammatical rules, they do not always succeed in applying the rules. It was proved by the many errors that the students made in using a phrasal verb and also it was proved by the result of the observation checklist which has been given by the researcher.

By giving the students' observation checklist by asked the students about the definition of phrasal verb, give some examples of separable inseparable phrasal verb, the distinction of particle and preposition and verb, and mention the type of phrasal verb. as result most of the students did not know the definitions of the phrasal verb, it can be seen from observation checklist 23 students or more than half students disagree with the researcher statement "the students know the definition of phrasal verb" only one student who said yes they know the definition of phrasal verb in this statement. The students also could not give the example of separable and inseparable phrasal verb it

indicated that the student did not aware of the rules of the separable and inseparable phrasal verb. Actually in the test provided the two kinds of phrasal verb these are separable phrasal verb and inseparable phrasal verb but many students seem confused while using it. Some students also separated the phrasal verb when it should not be separated and vice versa. It showed that their knowledge of the phrasal verb is not really good.

Besides they could not give the example of the phrasal verb the students also do not familiar with phrasal verb itself it proved in the observation checklist 24 students agreed with the researcher statement "the students still unfamiliar with the phrasal verb. Moreover, the students also difficult to distinguish the particle, preposition, noun, and verb. as also proved in the test some students put nouns when it should be particle and also it proved by observation checklist 24 students disagree with the researcher statement "the students able to distinguish between particle and preposition" only 4 students agreed with that statement.

Another factor that causes the students to make many errors is because the students misunderstanding the meaning of the phrasal verb. it becomes worse, when a verb was combined with a new particle, it would bring a new meaning. It proved in the observation checklist 26 students agreed with the researcher statement " the students misunderstanding of the meaning oh the phrasal verb".

b. Inattention of Phrasal verb

Besides the lack of knowledge of phrasal verb, the students also having inattention which became another cause underlying errors. It was proved by the result of the observation checklist most of the students do not realize that they are still unfamiliar with the phrasal verb.

And more than half students did not realize that they are learning phrasal verb in college it was proved by observation checklist fifteen students disagree about the researcher statement "the students realize they learn about phrasal verb in college" although fifteen students disagree with that statement thirteen students agreed with that statement which shows that some of the students realize they have learned about phrasal verb in college.

Actually, the students were tough of phrasal verb in college since they know already in the fifth semester and it also provided in grammar book which they used. As an English teacher candidate they are must find the form of the phrasal verb. Moreover, the students' anxiety becomes one of the reasons which cause students made many errors the students seem afraid to tell the teacher or lectures that they still confuse when using phrasal verb. it was proved by the observation checklists 20 students disagreed with the researcher statement "the students tell teacher or lectures that they still confuse while using the phrasal verb" it becomes worst when they do not repeat the lesson of phrasal verb given by the lectures themselves.

3.1 The Result From Interview

After got the causes underlying errors from the observation checklist then the researcher also conducted an interview to know the things of respondents more deeply of the causes why the students made errors in using the phrasal verbs, and also to ensure the answers from the observation checklist that the researcher had given before. The researcher conducted a semi-structured interview.The researcher was chosen to used Bahasa Indonesia to make interviewees more comfortable and also convenient to express their opinion. The interviews were also recorded and transcribed to make it easier to analyze the results. The questions and the student's answer obtained in the interviews are summarized in the table below :

Table 4 The Summary of Interview Results

No	Questions	Answers
1.	a. Do you know what the phrasal verb is?	• More than half students or 20 students do not know what the phrasal verb is. • 5 students defines phrasal verb is the combination of each verb • 2 students said it as multi-word which form by some word • Only one student knew phrasal verb as a combination between the verb and particle

	b. Do you ever heard about separable and inseparable phrasal verb?	• Most students or 18 students said that they never heard such separable and inseparable phrasal verb • 6 students define that they forget they have heard about separable and inseparable phrasal verb • Only 3 students said that they ever heard about that term but they can't mention it.
	c. Could you mention the types of phrasal verb?	• Most students or 27 students did not know • One student defines it's some pattern in which the verb can be separated from the object.
2.	a. Do you still make an error when using the phrasal verb?	• All the samples realize that they made errors

	b. In your opinion, why did you make this error?	• All the student (28 students) stated that because they do not learn about phrasal verb deeply and also she/he did not repeat the lesson given by their lectures becomes one of the factors which causes the error • 5 students also confuse about the meaning of phrasal verb because when they added new particle it will cause a new meaning • Some students got confused about how to combine the verb and also they did not know where to put a particle in the correct places. • Some students admitted that they lack of concentration and anxiety during the test. • Some students admitted because they lack of knowledge of phrasal verb became the factors they made errors
3.	a. Do you repeat the phrasal verb lesson given by your	• One student defines that she has no time to repeat the phrasal verb

		lesson because a lot of lesson they have
		• All the samples or 28 students stated that they did not repeat the lesson
4	a. As an English student and English teacher candidate do you think phrasal verbs are important?	• 28 students said it is important because they want to share their knowledge of phrasal verbs when they teach.
5	a. Do you have any suggestions for teachers or lectures when teaching a phrasal verb?	• Most of them (28 students) stated that the lectures should explain about phrasal verb more deeply not only in general but in detail and need to use the fun method while teaching. • One student define the lectures have taught them good enough. The discussion method makes them more understanding. • Some students define the lectures need to apply the phrasal verb while they are talking, or practice directly while they teach phrasal verb, not only giving them exercises.

The first row continues from the previous page with "lectures or teacher?" in the question column.

3.2 Discussion

After collecting the data and analyze the result of the interview then the researcher found two major causes of errors made by students and the condition which causes the students made many errors. The errors mostly occurred as a result of their concentration and anxiety during the test, as well as their lack of knowledge of phrasal verbs. For the detail information could be seen below.

a. Lack of Concentration

As we know concentration is important when we want to do something, concentration also becomes one of the factors which make something will be a success or not. After the researcher analyze the interview the students found have the lack of concentration became one of the factors which cause why they made such many errors as said by the interviewee as follows.

> *"Terutama kan karena setiap pelajaran gak terlalu di ulas itu salah satu faktornya. Terus pada waktu saat test itu kurang konsentrasi soalnya kan gak kondusif gitu temen-temen juga ribut"* (R.11)

> ("It is because do not repeat the lesson become one of the factors. And during the test, I could not concentrate well because noisy make it not conducive")

According to the interview result which conducted on September 19th 2019 the students could not concentrate well because they are forgotten how to construct

the correct phrasal verb they have forgotten the rules of the phrasal verb because they do not repeat the lesson.

According to the interview result, it was proved that they were indicated have lack of concentration when they did the test. Then, According to the researcher observation when conducted the test on Agust 30th 2019 their lack concentration because of noisy classroom the noisy students distracted the students who did the test. Moreover, noisy students also distracted the students' attention to the test. The noisy students then could not concentrate well because they did not into the test they seem did not ready to have test. Then, the lack of concentration led the students to avoid it which made them produce the ill-form of phrasal verb sentence.

Besides having a lack of concentration the students also identified having anxiety. Anxiety became another cause underlying errors as said by the interviewee as follows.

> *"Terus juga gak PD Sama jawaban sendiri jadi sering ganti-ganti jawaban"* (R.5)
>
> ("Also because I did not believe in my answer. So, I often change the answer")

According to the interview result above which taken on September 19th 2019 it was indeed true, they have anxiety during the test. Anxiety also became another factor which causes the errors they made. The students seem did not believe in their own answer so they change it frequently which causes the errors.

Through researcher observation during correction the students' test some students erase the correct answer and change it with the false one. They also anxiey because of their friend who submit their answer first, make another students were afraid to be remained so they were too hurried to do the test. And they could not concentrate well because of it. As said by the interviewee bellow.

> *"Terus teman-teman udah pada ngumpul jadi kagok akunya takut ditinggal jadi ngerjainnya cepat-cepat"*(R.5)
>
> ("The friends have already submitted their answer so I was afraid to be remained. Then, I was hurried to do the test").

Moreover, during the test which conducted on Agust 30th 2019 the researcher also observes that the students sometimes pause to do the test and start to ask their friends. Although the researcher has warned them to not ask their friends.

b. Lack of Knowledge of Phrasal Verb

Besides having a lack of concentration and anxiety, the students also obtained having a lack of knowledge of phrasal verbs. As Dulay, Burt, and Krashen (1982) said people can not learn a language without first systematically committing errors.

In other words, it is indisputable if the learner will commit the errors in learning a language. Since errors are systematic deviations because the learners still develop their knowledge of the language rules. Although it is also indisputable that if someone already knows the grammatical rules, they do not always succeed in applying the rules.

It was proved by the interview result conducted by the researcher. When the interview was conducted the researcher asked the students some questions such as the phrasal verb definition, mention the type of phrasal verb and also the example of the phrasal verb. As a result only one student who knew that the phrasal verb is a combination of verb and particle. Although the students were still not too sure of the answer.

And most of the students were defines phrasal verb as the combination of word and the combination of each verb. Their definition of phrasal verb indicated that their knowledge of phrasal verb was not really good. Even they could not mention the type of phrasal verb it shows that the term separable and inseparable phrasal verb seems new for them, it is indicated that they are still unfamiliar with the term separable and inseparable phrasal verb. As said by the interviewee as follows.

> *"kalau tipenya saya lupa saya gak ingat itu"*(R.3)
>
> ("if talking about the type I forgot it. I don't remember about the type")

Sometimes they realized the particle was separated from the verb by the noun**.** However, all this time they did not know that phrasal verbs have features of separability. It also proved by the previous result 42,55 % of students made errors of misordering. According to the data of the students test which taken on Agust 30th 2019 the students did not know where to put a particle in the correct places, they just use their feeling and pick the phrasal verb randomly which they think it is match and looked good with the sentences.

Although they still unfamiliar with the definition and could not mention the types of phrasal verb, according to their interview which taken on September 19th 2019 they could give the example of phrasal verb pretty well. But, it is indisputable some students got confused between phrasal verb and colocation.

Moreover, some students define phrasal verb was difficult because they did not know which counterpart should they add in the phrasal verb and also difficult to places the correct phrasal verb. Some students also have no idea which particle could be used with verbs. They confused which particle that they should be paired after the verb. And it became worst when it comes to phrasal verb meaning. Because when a verb was combined with a new particle, it would bring a new meaning. It made it difficult for them as said by the interviewee as follows.

> *"Susah tau pasangannya sih. Pasangan verbnya apa, terus artinya itu nanti apa. Karenakan itu tadi, setiap berbeda kan tiap pasangan itu dia akan berubah artinya."*(R.2)
>
> ("it is difficult to know the pair of phrasal verb, then difficult to know the meaning as said before every pair will change the meaning.")

Most of the students were admitted that phrasal verbs were difficult since they did not understand about them and because they do not repeat the phrasal verb lesson given by their lecturers or teacher and end up with forgetting the grammar rules.

Besides they have ever learned about phrasal verb in college, they stated that they forgot in what semester they learn phrasal verb they also defines that they were not given enough explanation about phrasal verbs. Most students also claimed that they did not repeat the lesson given by their lectures As a result, their knowledge of phrasal verbs was still not enough. As said by the interviewee as follows.

> *"Kalo bisa jelasinnya itu secara rinci mbak, kayak kata nya tadi kan ada jenis-jenis phrasal verb nah itu aja kami lupa-lupa ingat pernah diajari atau belum."*(R.11)
>
> ("it should be explained more detailed, as said before there are some types of phrasal verb even we forget we have learned about it or not.)

> *"Kalo menurut aku mbak bagusnya dosen nya mengajarkan itu secara rinci gak cuma gambaran umum nya aja, diperdalam lagi"* (R.14)
>
> ("I think they should teach in detail not only in general, more deepened.")

As a result of the interview, most students stated that the English Phrasal verb is very important to mastering because it is a part of grammar. Moreover, grammar is an important aspect to master when someone wants to learn a new language. Besides, as EFL students and as an English teacher candidate, the students must be able to master English phrasal verbs because they must be shared

their knowledge with their students in the future. As said by the interviewee as follows.

"*Penting sebenarnya mbak apalagi kita kan jurusan bahasa inggris otomatis insyaalah jadi calon guru bahasa inggris, nanti untuk eeeemm ngajarin tentang grammar, tentang phrasal verb itu ke anak-anak murid nya.*" (R.11)

("In fact, it's important moreover, we are in the English major and automatically insyallah will be English teacher. Then later to teach the students about grammar, and phrasal verb.")

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research. It consists of a conclusion and suggestion. The conclusion drawn by the researcher based on findings and data analysis in the previous chapter. Besides that, the suggestion presents some suggestion for lectures, students and also for the next researcher.

A. Conclusion

The conclusion drawn by the researcher based on findings and discussion of the research in the previous chapter. Besides that, this research was aimed to find out the most typical errors made by students in using a phrasal verb and the possible factors which cause the students committed such many errors. There were two research questions were answered in this research. Those are (1) What are the most typical errors of the phrasal verb made by students? (2) What condition that made them commit such errors? In order, to answer those research questions the researcher conducted three kinds of instruments. They were the test, observation cheklist, and interview.

1. What are the most typical errors of the phrasal verb made by students?

The result showed that the error of misformation is the most typical error made by the C class of fifth-semester students of English study program of IAIN Bengkulu in using phrasal verb. The percentage was 47.02% or 158 times which done by twenty-eight or all the students. In other words, all the students of C class

had error misformation. The error of misformation mostly because they could not distinguish the verb particle and noun. Rather than put the particle the students made errors with put the noun even pronoun. And also because they confused about associating the verb with the right particle. Then, error misordering was occupy the second place of types of errors made by students. The frequency was 143 errors or 42,55% which done by 26 students or 92% it means that more than half of the fifth-semester students of English study program of IAIN Bengkulu made errors of misordering. The errors mostly appeared because the students could not put the particle in the right positions. The students got confused about the rules of the separable and inseparable phrasal verb. They also made fatal errors such as separating the inseparable phrasal verbs which should not be separated. Then followed by error addition the frequency was 8,03 %, and errors of omission became the least errors made by students, the frequency was 8 or 2,38% which only done by 6 students.

2. What condition that made them commit such errors?

The observation checklist and the interview conducted by the researcher figured out lack of knowledge became one of the main factors which cause the students made many errors. Moreover, inattention and lack of concentration also anxiety became the conditions which causes the students made many errors. The students have ever learned about phrasal verbs. But, since the students did not repeat the lesson and did not learn deeply and also did not practice As a result, their knowledge of phrasal verbs was still not enough. They did not know that phrasal verbs have features of separability. They did not know where to put the

particle in the correct places also the term of separable and inseparable phrasal verb still new for them.

But after the researcher conducted the test and interview the students had realized the feature of separability. The students also admitted that they still found the difficulties since they did not understand about the phrasal verb and it became worst when a verb was combined with a new particle, it would bring a new meaning. It made it difficult for them. It showed that they have lack of knowledge of phrasal verb became the main factors which cause errors. Although the students have ever learned about phrasal verb, but they did not repeat the lesson of phrasal verb given by their lecturers. Even, they stated that they forgot in what semester they learn phrasal verb. It showed that they have inattention of phrasal verb.

Then, they also admitted that they could not concentrate well because of the noisy classroom. The noisy students distracted the students who did the test moreover the noisy students also distracted the students' attention to the test. Then anxiety also became another factor that causes errors. The students did not believe in their answer so they change it frequently which cause the errors. they could not concentrate well because afraid to be remained so they were too hurried to do the test and end up with the error.

In conclusion, although the students had learned about phrasal verbs since Senior High School, the results of the test, observation checklist and also interview showed that they still found difficulties in using phrasal verbs. Even, they made many errors while using it. It indicated that the students had not enough knowledge of the English phrasal verbs.

3. Suggestion

After conducting this research, the researcher would like to give suggestions addressed to the students, lecturers and the next researcher who are interested in the research.

1. For English Department Students

   The students should give more attention to the English lesson especially the English phrasal verb because the English phrasal verb is a part of grammar. Grammar becomes one of the important aspects of learning the language. In other words, students should master the phrasal verbs since it a part of English grammar.

2. For Lectures

   Based on the research findings of the test the students still found difficulties in using the phrasal verbs. Moreover, from the result, the students still made many errors when using phrasal verbs. The most typical errors were the error of misformation the students still confused about associating the verb with the right particle, the lectures should focus to reduce the errors from this area. Since the errors of misformation is the most typical errors made by students. Then from the interview the students they confused about the rules of the separable and inseparable phrasal verb. Thus, the lecturers should emphasize the concept of the separable and the inseparable phrasal verbs. As state by students, the lectures should give them a detail explanation about phrasal verb especially separable and inseparable phrasal verb.

3. For Students

It is important to the lectures to give a detail explanation about phrasal verb but, it is also for the students especially fifth-semester students of English study program of C class should give more attention to the lectures and give more attention to Englis phrasal verb lesson. Moreover, the students should repeat the lesson of phrasal verb which given by lectures themself. In other words, the students are highly recommended to spending their time to study the phrasal verbs out of the classroom activity.

4. For the Next Researchers

Since this research is analyzed the limited areas and limited participants. It is advisable for the next researcher to conduct similar research by exploring different aspects and larger the scope of research to develop this research. The researcher also suggests for the next researchers who are interested in conducts the research which is related to the phrasal verb for modifying this research.

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